ED001633 PROMISING PRACTICES FROM THE PROJECTS FOR THE CULTURALLY DEPRIVED. Research Council of the Great Cities Program for School Improvement (Research Council, 228 North LaSalle St., Chicago, Illinois). Apr. 1964. 83p.

ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER ED001633

2. ORIGINATOR CONTROL NO(S). NA

3. IDENTIFICATION NO. NA

4. AUTHOR(S): Research Council of the Great Cities Program for School Improvement

5. TITLE OF DOCUMENT ABSTRACTED: Promising Practices from the Projects for the Culturally Deprived

6. PUBLICATION TITLE: NA

7. EDITOR(S): NA

8. PLACE OF ORIGIN
ORG. Research Council
ST. 228 North LaSalle St.,
CITY, STATE Chicago, Illinois
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE Research Council of the Great Cities Program for School Improvement, 228 No. LaSalle St., Chicago, Ill.

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
NA	NA	Apr 64	83

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TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR survey report

16. INDEXING TERMS (6-12)
guidance activities early admissions urban schools
immigrant students urban education reading programs team teaching non-graded classes
culturally disadvantaged dropouts summer programs special grouping (Great Cities
in-service education work-study community-school relations job retaining Improvement
Program)

17. ABSTRACT (MAX. 250 WORDS)

In the survey taken of 14 urban school districts, successful special projects included: in-service education and recruitment, reading programs, summer programs, community school relationships, guidance activities, early admissions programs, team-teaching programs, special placement classes and job retraining programs. All practices are intended to serve as compensatory education for disadvantaged youth.

Each school district described briefly a few of its successful programs. Baltimore's "Early Admissions" seeks to give children the ability to compete successfully in school. Enriched reading is part of the Buffalo elementary school program for the culturally different. Fourteen year olds are specially grouped in non-graded classes to build reading skills in programs that provide compensatory education in the language arts, special textbooks giving attention to the American Negro, library services in the elementary schools, and summer school and demonstration laboratory schools. Houston has initiated a back-to-school drive, while Los Angeles is providing tutorial services and a work-study program for potential dropouts. Orientation is provided in Milwaukee for immigrant and transient children. New York's Demonstration Guidance Project is attempting to prevent dropouts with pre-employment education, night school, career guidance classes and the school-to-employment programs. In-service education, school-community coordinating teams, and language arts are given emphasis in Philadelphia. Pittsburgh uses team-teaching for more able students. By using tutoring, counseling and work-study programs, St. Louis has fought the dropout problem. San Francisco has a youth opportunities center to train youth for jobs and to help them find employment.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION

20. DIVISION OR DEPT.

21. CONTRACT NO.

PROJECT NO.

22. TOTAL COST OF PROJECT

23. DURATION OR PROJECT

**U.S. Department of Health, Education, and Welfare
Office of Education**

2

ERIC Form 1

(B24) B25 T34

ED001633

PROMISING PRACTICES FROM THE PROJECTS FOR THE CULTURALLY DEPRIVED

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228 North LaSalle Street, Chicago, Illinois

PROMISING PRACTICES

Stimulated by the questions of the Superintendents and Board of Education members, the Directors of the Projects for the culturally deprived began an investigation in each city of what are now called promising practices.

The Directors met in Chicago to examine together what could be considered promising practices. These we defined as those aspects of the Program which appear to have some degree of success and which can be substantiated with data; hard data in terms of statistics; soft data in terms of anecdotes, informal information gathering techniques, and the like. These latter are harder to substantiate but often have potentially broader effect and greater implications in the long run.

Each city's Directors agreed to submit two to five such promising practices. It should certainly be clear that two to five practices do not encompass all of those which these cities have discovered to be promising. Certainly, those submitted do not even include all of those for which reliable data are available.

Further, promising practices will vary from city to city. What might be a promising practice for one city, may have been a long-ongoing accepted practice in another city. Further, many of these cities are in a very awkward stage in that they are in the process of evaluation of their project; and although evaluation is a continuing process, much data has been gathered on a pre- and post- basis and the post-data are just now being examined. Altogether, fourteen cities submitted promising practices. Roughly categorized, they fall into these groupings:

1. In-service education and recruitment
2. Reading
3. Summer programs
4. Community-school aspects
5. Guidance activities
6. Early admissions programs
7. Team-teaching programs
8. Special placement classes
9. Job-retraining programs

All the promising practices which are attached are to some degree compensations for disadvantaged youth. Such compensations are crucial.

Too often, however, these addings on of services and monies build a protective wall around the teacher, her methodologies and techniques; and reinforcement of the inappropriate - the traditional - the obsolete which is in teaching.

Too often, these compensations further institutionalize and deaden the processes which should be nuturing the curious, the seeking, the searching, the becoming child and teacher.

The caution, then, is obvious - that the promising practices not become institutionalized and an inhibiting force to the development of future promising practices.

BALTIMORE CITY PUBLIC SCHOOLS
EARLY SCHOOL ADMISSIONS PROJECT

I. Early Admission of Children to the School Program

It is believed that patterns of learning and of personality development are fairly well established for most individuals before the end of the earliest years of school. If this is true, foundations for vital attitudes, habits, and knowledge originate in the pre-school experiences of children. In order to develop a wholesome self-concept, to acquire the drive to learn, and to develop interests and capabilities, the young child needs to be assured of security and affection, to be involved in experiences which arouse his curiosity and extend his horizons, and to be guided in developing his interests. Ideally, the child of pre-school age would receive attention, affection, and guidance within his home environment. But for many children the ideal never becomes a reality.

A multitude of circumstances may damage the developmental patterns of children. Parents may have little time to spend with their children due to illness in the home, the presence of a large number of siblings with whom parental support and love must be shared, or the necessity for full-time employment. Perhaps death, desertion, separation, divorce, or illegitimacy have thrown the full burden of parenthood upon one parent who is also the sole breadwinner for the family. Poor family relationships or emotional disturbance may have created an unwholesome atmosphere in which a child must grow and develop. Migrancy may bring disorganization and instability into the lives of families. The child from marginal social and economic circumstances frequently experiences developmental problems as a result of limitations imposed by his environment. For these children, vital aspects of growing and learning cannot or are not provided by the home, and must, therefore, be provided through some other medium.

The Baltimore City Public Schools, by means of an experimental project, are attempting to determine whether early admission to school can overcome any of the barriers to learning which environmental factors seem to impose. The project is a $330,000 three-year educational program financed jointly by the Baltimore City Public Schools and the Ford Foundation. Attempts will be made to measure both immediate and long-range effects of the program.

Two project centers became operational in February, 1963. Thirty children were identified for participation in each of the two centers, and twenty-eight children in each school were still enrolled in the program in June, 1963. Longitudinal studies will be conducted to assess the long-term effect of early school admissions upon the achievement and rate of progress of these pupils as they participate in the regular school program. However, evaluation of the first five months of the program reveals findings which indicate immediate values and which support the hypothesis that early enrichment of children's experiences may surmount some of the barriers to learning imposed by environmental factors.

A. Tests revealed highly significant gains on the part of the children, both as individuals and as a group.

The Columbia Mental Maturity Test and a Verbal Maturity Scale were administered to each child prior to entry into the program and again at the end of five months in the program. Group gains on both tests were highly significant.

Table I

Early School Admissions Program, 1962-63
Differences in Mean Scores Between Initial and Post-Test
Columbia Mental Maturity Scale

School	N	Mean Score Initial Test	Mean Score Post Test	Gain
66	28	25	45	20 points
240	28	22	39	17 points

Table II

Early School Admissions Program, 1962-63
Differences in Mean Scores Between Initial and Post-Test
Verbal Maturity Scale

School	N	Mean Score Initial Test	Mean Score Post Test	Gain
66	28	24	39	15 points
240	28	32	41	9 points

Table III

Early School Admissions Program, 1962-63
Statistical Significance of Differences Between Initial and Post-Test Columbia Mental Maturity Scale

Means

							Test of Significance*		
School	N	M_1	Std. Error M_1	M_2	Std. Error M_2	Std. Error Diff. of Means M_2-M_1	t	p	Interpretation
#66	28	25.11	2.54	45.04	2.76	2.26	7.55	.001	Highly significant
#240	28	21.68	2.49	38.68	2.53	2.41	7.06	.001	Highly significant

*t.05 = 1.70

Table IV

Statistical Significance of Differences Between Initial and Post-Test Verbal Maturity Test

Means

							Test of Significance*		
School	N	M_1	Std. Error M_1	M_2	Std. Error M_2	Std. Error Diff. of Means M_2-M_1	t	p	Interpretation
#66	28	24.61	2.13	39.21	1.74	1.56	9.34	.001	Highly significant
#240	28	31.57	2.98	41.04	2.38	1.98	4.79	.001	Highly significant

*t.05 = 1.70

The project testing program is described in detail, pp. 77-90, An Early School Admissions Project, Progress Report, 1962-63.

B. Teachers have identified definite gains on the part of children in:
  1. understanding and using language
  2. developing skills in auditory discrimination
  3. developing skills in visual discrimination
  4. developing skills in using materials (paint, scissors, etc.)
  5. working and playing with others
  6. pursuing individual interests with less support from adults
  7. caring for personal needs with less assistance from adults
  8. following directions
  9. participating in "new" activities

The kinds and degrees of observable growth on the part of individual children are documented by a variety of records maintained by the staff. These records have consisted of:

1. Maturity Profile, An Evaluative Scale for Four to Six Year Olds - a scale, developed by the Elementary Division of the Baltimore Public Schools, consisting of thirty-one items which guide a teacher in estimating levels of maturity of children in relation to various aspects of physical, mental, social, and emotional development.
2. Check lists - devices to indicate progress in vocabulary and language development, [illegible] understanding, visual discrimination, auditory discrimination, and use of materials.
3. Folders of children's work
4. Anecdotal records - recordings of factual information describing behavior and conversation of children which, over a period of time, reveal trends in physical, social, emotional and mental development.

C. Parents have identified gains on the part of children. At least 70% of the parents indicated that they felt their children had shown marked progress in their ability to:

1. "get along better" with other children
2. talk to adults
3. use more words to express ideas
4. use materials

Parent evaluation occurred during parent-teacher conferences, informal school visits, and small group meetings. Parents were impressed by the desire on the part of their children to come to school. Attendance for the five month period averaged 84% for one center and 85% for the other.

D. Kindegarten teachers who received project children noted evidences of growth.

1. There were no "first-week-of-school" adjustment problems.
2. A minimum of time was consumed in establishing routine procedures.
3. Children expressed themselves more readily and at a more advanced level than typical kindergarten entrants in the given community
4. Children were eager to participate in activities that were new for them. (This is not typically true of new entrants to kindergarten in the schools concerned.)

Plans to further refine evaluation include:

1. Establishment of control groups.
2. Comparisons of kindergarten records of project children with records of children representing both deprived and non-deprived groups.
3. Comparisons of records of experiences, language understanding, and language usage of project and non-project kindergarten children.

II. Attempts to establish a foundation for continuity of experiences

A. Articulation of the program has been planned so experiences which follow those developed in the project will extend rather than duplicate. We are attempting to safeguard continuity by means of:

1. Records of Educational Experiences
    - a. Each teaching team maintains a daily plan book in which are recorded the major aspects of the program for each day. This record provides an overview of the instructional program of a given center.
    - b. Recorded long-range plans provide a summary of major content areas developed with a group of children. These records indicate content, vocabularly, skills, and teaching materials which have constituted educational experiences.
    - c. Detailed descriptions of selected learning experiences are being amassed. Descriptions are prepared for experiences that are experimental in nature or that pertain to an area of special emphasis. Tape recordings are made of these lessons also. This technique provides a means for analyzing and evaluating teaching-learning situations.
    - d. Each teaching team maintains records of trips, lists of resource personnel, and other enrichment experiences.
2. Intervisitation, joint staff meetings and cooperative planning among project staff and staff members of the early elementary division in the project schools
3. Supervision and coordination of project and early elementary experiences by the Project Coordinator

B. Attempts are also being made to foster the continuity of vital experiences in the lives of children who otherwise might not seek such experiences. For example, where school libraries and/or public libraries are readily available to the school, definite plans are made for weekly visits to the library for short story hour sessions, to provide opportunities to use the books available in the library, and to acquaint children with borrowing procedures.

Librarians report that project children are visiting the library with parents and older brothers and sisters who have not previously frequented the library.

Library visits will be planned systematically also at kindergarten and first grade levels.

III. Attempts to promote parental understanding of the growth and development of children and the roles of parents.

A. Home visits have been identified as a chief means of relating to parents. Home visits by staff teams seem to elicit greater response from parents than do meetings held at school. During home visits, parents seem more inclined to devulge necessary information, ask more questions, and express their concerns.

B. Meetings for parents have been planned in relation to questions raised by large numbers of parents. Parents tend to reject meetings which do not deal with their immediate concerns.

C. Teachers involved parents on an individual basis in the evaluation of their children's learning. Although ideas were expressed differently, parents and teachers identified similar kinds of growth.

D. During the course of the first five months of the project, the development of desirable working relationships between parents and staff was evidenced by the following developments.

1. Attendance at parent meetings improved. In one school average monthly attendance grew from 26% to 50%. (50% of the parents were employed full or part time in this situation.) In another school, average monthly attendance was raised from 33% to 78%.
2. As the semester progressed, parents began to extend invitations for home visits.
3. Comments and responses of children indicated that parents were attempting to follow-through at home as a result of suggestions proposed by staff members during conferences or parent meetings.

IV. Attempts to augment and increase the effectiveness of the project staff through the involvement of volunteer personnel

A. Volunteer Recruitment

Volunteers were recruited from the membership of three community agencies: The Baltimore Council of Parent Cooperatives, The Baltimore Section of the National Council of Jewish Women, and The Young Women's Christian Association. Personnel from each agency worked closely with the project coordinator in relation to the volunteer program and accepted responsibility for recruitment and screening of members of their respective service groups who were interested in working with the project in a volunteer capacity. Twenty-nine persons were identified to serve as volunteers on either a regular or substitute basis. Table V indicates the variety of experiences which existed in the backgrounds of the volunteer personnel and which had helped them develop some readiness for working with project children and their parents.

Table V
Volunteers ESA Project - 1962-63

Volunteer Classification	Number
College Graduates	19
Teaching Experience	18
Work with children other than teaching	29
Cooperative Nursery	10
Scouts	9
Summer Camp	4
Class Mother	1
Hospital Situation	3
Work with adults	23
Special Interests	
Music	7
Art	2
Dramatics	3
Literature	5

B. Inservice Training

1. Staff Orientation

In preparation for working in the project, the entire staff, including volunteer personnel, participated in a series of orientation meetings. These meetings were directed toward helping the staff acquire better understandings of

a. the goals and organization of the project
b. the problems and needs of disadvantaged children and their families
c. the team approach to planning and teaching
d. possible curriculum content
e. record keeping
f. initial work with parents
g. the relationship of the project to the total school situation

Each of the areas of concern identified above served as the basis for staff meetings at different times throughout the year.

Opportunities were provided for staff members to visit in the project schools in order to

a. become acquainted with personnel who relate significantly to the staff of the project center (principal, vice-principal, counselor, social worker, teachers of kindergarten and first grade)
b. become aware of the facilities available
c. plan together as a team for the initial phases of work with children

2. On-going Inservice Program

A program of staff inservice education will be implemented throughout the duration of the project. Total staff meetings, including volunteers, are scheduled once a month; other staff members meet on an average of once a week. Meetings may involve staff members of a given center only or may provide opportunities for staff members of several centers to jointly consider common concerns. Format of a meeting and the staff members involved are determined by the purpose for the meeting. It is not unusual for members of the regular school staff to attend a project staff meeting, when the subject to be discussed concerns them or would be of interest to them.

C. Development of the volunteer's roles and contributions to the program

During the school year 1962, 1963, volunteer staff members made invaluable contributions to the work of each center. They assisted the professional staff by

1. organizing instructional materials
2. helping children with dressing and toileting
3. assisting with routines of snack, lunch, and play periods
4. acquainting the children with a variety of musical instruments, innumerable pets, a wide range of literature and samples of plant life
5. identifying worthwhile field trips
6. developing warm contacts with individual children
7. maintaining anecdotal records

V. Attempts to better coordinate work with Community Agencies

Representatives from a variety of community agencies serve as an Advisory Committee for the Early School Admissions Project. Committee meetings serve to keep community personnel informed concerning progress toward project goals, new developments, and problems which need to be resolved.

Examples of specific assistance extended by agency representatives are:

1. Persons were suggested who might qualify for positions in the project.
2. Staff members were directed to printed materials and agency personnel that might prove helpful in supplying needed information. For example, the coordinator was directed to personnel of the Urban Renewal and Housing Administration who were able to specify which areas in a given community would be demolished to prepare for urban renewal. Time schedules for demolition were also indicated. In another instance, agency personnel assisted in locating children whose families had been moved to various sections of the city.
3. Personnel from community agencies assisted in identifying children who might be eligible for the project program.
4. Provisions were made for project staff members to be involved in activities of various community agencies. As a result, the staff was able to acquire a greater volume of information and to benefit from the ideas and reactions of personnel considering a common problem in terms of varied frames of reference.

BUFFALO PUBLIC SCHOOLS

DEVELOPMENT OF A PROGRAM ADAPTED TO THE NEEDS OF THE CULTURALLY DIFFERENT

The program for the culturally deprived in the Buffalo Public Schools presently involves about 3100 pupils in five elementary schools located in the heart of an area of the city characterized by very high population density, substandard housing, high youth crime and delinquency rate, high in-migration from out of state and the lowest percentage of recreational space of any area in the city.

The customs, mores, value patterns and the achievement and aspiration levels of students are, to a large degree, at variance with those of the urban community and consequently the basic human needs for security, recognition, friendship, and new experience too frequently find their expression in the formation of gangs, the emergence of delinquent behavior, the commission of asocial acts or by withdrawal from or passivism towards our culture and its institutions.

The program for the culturally deprived evolved from a study undertaken at one of the schools during 1960-61.

From February to June 1961 a Ford Foundation Great Cities Program for School Improvement Pilot Project was conducted, "Adapting a Program of Education to the Needs of Children Living in a Culturally Deprived Area". The pilot program was operated at School No. 12 in the center of a low socio-economic section, and involved all of the children in the school. Through an enriched school program of teaching, coaching, teacher training and community interaction, as well as assistance from community agencies and community involvement through a visiting school social worker and other agencies, a vigorous attack was made on social inertia, low degree of interest in achievement and progress, and uninspired motivational patterns.

The purpose of the project was to identify the needs, abilities and talents of the children living in a "Sub-standard" environment, and to develop a program of education and community interaction with an educational process geared to meet these needs and to develop their abilities and talents. It was evident that the school would have to supply as far as possible those favorable, needed and necessary attributes for development which were lacking in the child's environment. It was also acknowledged that the school alone could not do this. Therefore many other agencies and institutions of the community were involved in the process.

Though the functions of the study originated in the school, much of the operation of the program extended into the homes, the neighborhoods and other aspects of the envoronment of the children. The objectives were immediately concerned with the development of the children through improvement in their family, school and community activities, but there were objectives of longer range - the improvement of the community through the improvement of its population.

Since the children's experience in neighborhood and home tends to be restricted in relation to the main stream of the culture, it was considered essential that cultural influence be enriched to make the dominant value patterns more meaningful. It was the view that much individual and social potential might be more fully developed if motivations and aspirations could be aroused which would enable this part of our population to find greater success in educational and economic achievement.

Therefore, one of the primary objectives of the original project was to raise the academic achievements of the pupils particularly in the area of reading.

At the onset of the project at School 12 the median reading achievement in sixth grade for example was fourth grade. This lag in achievement was apparent from the beginning of school experience where it was evident that many of the children were not normally ready for school experiences. The transition from home in a disadvantaged area to school, therefore, must be deliberately facilitated by a school and community program which recognizes that values, preparation, and experience in the children's ways of living may be widely divergent from what schools expect.

To put the study in operation the following teaching positions were added to the regular staff of the school.

1. A Reading Specialist was assigned from the Buffalo Public School Reading Center. Her chief function was the improvement of the teaching of reading.
2. A Remedial Reading Teacher was assigned to teach the selected low achievers in reading.
3. A Speech Teacher (Therapist) was assigned to analyze the needs of the children and take corrective measures.
4. An additional Art Teacher was assigned to act as both teacher and consultant for teachers.
5. An additional Music Teacher was assigned to act as both teacher and consultant for teachers.
6. A part-time coaching teacher aided children in arithmetic.
7. A School Social Worker.
8. A School Nurse

Plans were made for many trips outside of the school for both children and parents.

Assembly programs by both pupils and resources from the community were increased.

All of these services added to the usual school program and interpreted through meetings with parents, a school social worker working with the homes, and in cooperation with community agencies, and communication with the total community were woven into a school and community program.

Illustrative of some of the procedures and practices developed at School No. 12 were the following:

Reading Specialist

The needs of every class were evaluated by means of standardized tests by the Reading Specialists from the Buffalo Board of Education Reading Center. As a result of this analysis, sets of basic readers were matched with the reading ability of the children of each group. In addition, supplementary readers and "take-home" books were correspondingly selected.

Through the efforts of the reading specialist the children were exposed to hundreds of books at different levels and diversified interests. They were encouraged to borrow them, take them home, report on them if they so desired.

To encourage boys and girls in the fourth, fifth, and sixth grades to read Folk Tales, Stories of Other Lands, Books on Science, Children of Other Lands, Books about Boys and Girls, Fun Stories and Poetry Books, contests were held weekly and books were awarded as prizes.

Every teacher from first to sixth grade had the opportunity to observe several demonstration lessons. In addition, the reading consultant demonstrated each day for an eight-week period in the fourth grade. In June, 22 of these 28 children were at grade level or above, with 5 reaching a seventh grade level. In the city-wide test 19 had 90% or above in reading and 25 had a mark of 90% or above in spelling.

Special Reading Teacher

The children in the slow reading group (no relation to I.Q.) in the second division of each grade were assigned to the special reading teacher for instruction. The schedule was so arranged that this period coincided with the home-room reading period.

By June, 52 children showed gains of one month to two years in reading. Only two children failed to show any gain at all.

A group of fourth graders was also assigned to this special reading teacher. These children had I.Q's ranging from 102 to 117 but their reading achievement was not consistent with their intelligence. This group met three times a week for intensive reading help. This remedial work was done in addition to their regular classroom reading work.

In June, the median reading score in this 4th grade group was 5.8 compared with a 4.5 median before intensive instruction was given.

These gains were made over a five-month period.

Speech Therapist

A survey was made of all the pupils in the field of speech, relative to the areas of sounds and cultural background needs. A program was then developed to implement these needs in order to lead the children from the plateau at which they were to higher ones. The formal teaching program consisted of 30-minute lessons weekly in each of the 16 classrooms. Remedial instruction in speech was provided for 40 children. These classes were 30 minutes in length in groups of approximately six at a time in the speech laboratory.

Provision was also made for the children who were more adept in the area of speech. Two choral reading groups were organized. One unit consisted of third and fourth grade pupils, while the other provided for fifth and six graders.

The Speech Therapist was also scheduled times for conferences, consultations, and teacher assistance.

The classroom speech lesson included work on vowels and consonant sounds, audio-training involving numerous activities in sound and word discrimination, poetry, and other related types of reading activity. Part of each lesson was devoted to the appreciation and enjoyment of poetry.

The pupils showed from the achievement testing given at the start of the program that their knowledge of phonetics was most inadequate. Therefore great emphasis was placed in this area by the speech teacher. It is significant to note that in February only 25% of the first graders were at grade level in phonics, whereas at the end of the program 75% were at grade level.

Many additional adaptations and innovations were made in the curriculum which cannot be included in this brief report.

The specific details furnished above refer to the pilot program supported by the Ford Foundation. The program for the culturally deprived in the Buffalo Public Schools presently involves about 3100 pupils in five elementary schools located in the heart of an area of the city characterized by very high population density, substandard housing, high youth crime

and delinquency rate, high in-migration from out of state and the lowest percentage of recreational space of any area in the city.

CHICAGO PUBLIC SCHOOLS
DISTRICT II SPECIAL PROJECT

The special project for disadvantaged children initiated in District 11 in September 1960 placed particular emphasis on the development of an improved program of education for boys and girls who were fourteen years of age or over and had not graduated from eighth grade. Moving frequently from one school to another and beset by personal problems of a social and economic nature, these boys and girls were retarded in reading and in arithmetic, frequently absent from school and had little interest in learning. Even for those youth of good ability, high school graduation was only a remote possibility unless their achievement could be improved, their interest heightened, and their progress toward elementary school graduation accelerated.

The program developed for these boys and girls had two primary facets - an in-school program and out-of-school program. So promising was the in-school phase of the activity that programs similar to it known as Education and Vocational Guidance Centers, have now been established in seven locations in various parts of the city.

Basically, the program involves special grouping of those boys and girls who are fourteen and a half or fifteen years of age or over. Initially, the boys and girls in this age group in the District 11 project were placed in ten classrooms made available in a school which was centrally located. The seven Centers established more recently have separate facilities although one or two or more rooms, specifically for overage pupils, are in operation in some regular elementary schools.

In each of the Centers the pupils are grouped in non-graded classes of about twenty on the basis of achievement in reading and arithmetic, ability as indicated by group tests, the teacher's judgment of performance, and chronological age. Sub-groupings within the class further reduce the span of achievement in skill areas and thus make possible instruction which has a high degree of individualization.

This individualization of the instruction program and the personalized but firm relationship between pupil and teacher which are made possible by the reduced class size, the intensive counseling and guidance services available in the Center, and the knowledge that he may move ahead as rapidly as he develops the necessary skills have proven to be important factors in changing the attitude of the pupil, improving his motivation, accelerating his entrance to high school and increasing the probability of his graduation.

CLEVELAND PUBLIC SCHOOLS
GREAT CITIES PROGRAM

Several features of the Great Cities Program in Cleveland indicate that what is being done is meeting with some degree of success. Without attempting to put the programs in an order of importance, the following would be considered to be the most promising practices.

1. Internship program for prospective teachers.

A cooperative program with a local girls' college whereby education majors in their junior year spend one morning per week at Addison Junior High School. A student is assigned to observe and work with a teacher in her field of interest each week for a period of 4 weeks. At that time the student is assigned to another teacher so that she can become familiar with many techniques of teaching. At the end of the 12 week period each student will have had an opportunity to work closely with three teachers on the faculty.

In addition to observing techniques, students learn to appreciate and understand the problem of the inner-city school.

Evidence: Fourteen juniors participated in this program last year. All of them selected inner-city schools for practice teaching in their senior year. Eleven specifically selected Addison. Three of those are currently serving as practice teachers at Addison and the rest at other inner-city schools.

2. Transition classes for pupils entering from elementary schools.

A self-contained classroom situation for 7th grade pupils who have been identified through test scores and teacher appraisal as not being ready to assume the responsibilities of the traditional secondary school program. A special core-type curriculum has been developed so as to more adequately meet the needs of the pupils involved. Such additional help as remedial reading and supervised study periods were included in the program of the children involved.

Evidence: Tests made on a pre and post basis indicated that in the areas of reading and arithmetic the children exceeded the expectation. In addition disciplinary attendance, emotional adjustment problems were fewer than in previous years when the program did not exist.

3. Drop-out preventions program classes were organized through the industrial arts and the home economics departments involving the "least likely" pupils.

By selecting skilled teachers, modifying the curriculum and extending the time that pupils would be involved with these teachers it was hoped that significant changes in attitude could be accomplished. The goal being to develop an appreciation of education that could lead to high school graduation or at least delay the decision to drop out of school entirely.

Evidence: Significant changes in attitude were noticed. In some instances these were a long time coming but the change did take place. All pupils involved went on to high school, none dropping out during the vacation period and all indicated a desire to complete their schooling.

4. Pre-school orientation for new teachers.

The development of a program of 1 to 3 days length prior to the opening of school to acquaint new teachers with the school, the pupils and the community.

The agenda consisted of explanation of school routines; talks by teachers and leaders in the community; visitation to the settlement houses of the area; and at least one afternoon spent in the homes of the community, getting to know the parents of Addison pupils in their home setting.

Evidence: The depth interview technique was used and teachers unanimously endorsed the program, even asking that other features be added. More significant was the fact that of the 22 new teachers participating in the program only 1 resigned to take a teaching position elsewhere at the end of the year.

5. Secondary reading program.

An in-service reading program to develop teachers of reading and to provide reading instruction to teachers of all subject areas to make them more knowledgeable of the elementary reading skills in order to meet the needs of the pupils entering junior high school.

Workshop conferences on Saturdays and during school hours, conducted by trained elementary and secondary personnel were the techniques used to further the program.

Evidence: A coordinator of junior high school reading has been named. Six junior high schools throughout the city have been identified as reading centers where in-service programs are carried on continuously for teachers of that school and neighboring schools.

6. Home visitation program.

Ten certificated teachers serve as home-visitors. By serving as a liaison between the home and school they keep the parent appraised of his child's adjustment in school and they evaluate the home situation so as to provide the teachers with insights and understanding of the problems facing the children of the community.

Evidence: Depth interviews of the principals of the schools having home visitors showed that principals would prefer to release a classroom teacher rather than lose a visitor.

Both parents and pupils have indicated that the home-visitor has been most effective in helping them to adjust to new school situations.

In addition to the above the following programs show promise as well:

1. Unit school administrative operation
2. Pre-school orientation for new pupils
3. Expanded cultural and educational enrichment program
4. Summer camp program
5. After school and Saturday recreation program.

OPERATIONAL EVALUATION OF THE HOME VISITOR PROGRAM

This bulletin is the first of a series of bulletins that will deal with evaluation of various projects under the Ford Foundation Great Cities Grey Areas Project at Addison Junior High School.

An evaluation of the operation and organization of the Home Visitor Program is reported in this bulletin.

The Home Visitor Program was initiated as an exploratory effort in 1960. It represents an attempt to identify, structure, and refine a practice that may contribute toward the improvement of education in culturally deprived urban areas. As populations shifted in the Hough area, it was recognized that something had to be done to accomplish the following:

1. To create more effective home-school and school-home relationships.
2. To sensitize the school to home situations that prevent a child from functioning adequately in school.
3. To improve adjustment to school.
4. To improve progress in school.
5. To study various techniques for organizing and rendering home visitor services.

The role and functions of the home visitor was conceived and designed for the purpose of accomplishing some or all of these objectives.

The Home Visitor Program has been in operation for three years. Originally, home visitors were assigned to Addison Junior High. They worked with parents, students, and teachers of Addison Junior High. More recently, home visitors have been assigned to each of six elementary schools in which they work with parents, students, and teachers prior to their enrollment in Addison Junior High.

This evaluative effort was designed and implemented in an attempt to gain information related to the following questions:

1. Is the home visitor attaining objectives?
2. Which objectives are not being attained?
3. Why not?
4. Is the Home Visitor Program functioning effectively?
5. Are home visitors providing similar services at each school?
6. Are principals utilizing home visitor services effectively?
7. What is the appropriate role of the home visitor based upon actual daily operation?
8. What patterns of organization seem most effective?

METHOD

Phase I:

The depth interview technique, guided by pre-structured questions, was used to obtain information related to the operational effectiveness of the Home Visitor Program.

Home visitors and principals of schools were interviewed by the Chief and Assistant Chief of the Bureau of Educational Research.

The following questions were asked of home visitors:

1. How free does a visitor feel to make his services available to a teacher?
2. What is your main job?
3. How do you fit into the program of this school?
4. What organizational technique seems most effective?
    a. On call from a central agency (attendance center)
    b. Assignment to a particular school
    c. Assignment to a family unit through a central clearing house
5. Should central authority direct the disposition and use of home visitors or should each principal determine use in relation to local needs?
6. How much contact should home visitors have with children in the school?
7. In what ways do you differ from an attendance worker?
8. What do you believe to be the most critical shortcoming of the program.

9. Outline a typical day.

The following questions were asked of principals:

1. What organizational technique seems most effective?
   a. On call from a central agency (attendance center)
   b. Assignment to a particular school
   c. Assignment to a family unit through a central clearing house
2. Should central authority direct the disposition and use of home visitors or should each principal determine use in relation to local needs?
3. How much contact should home visitors have with children in the schools?
4. What do you understand to be the purpose of the Home Visitor Program?
5. How much contact do home visitors have with teachers?
6. Does the present set up provide for sufficient control of home visitor's activities?
7. How have home visitors contributed to an improved school situation?
8. For what duties do you use a home visitor?
   For what duties might you use a home visitor?
   For what duties wouldn't you use a home visitor?

The responses of principals and home visitors were studied to note:

1. Points of agreement between reactions of principals and home visitors.
2. Points of disagreement.
3. Varying concepts of the role of home visitors.
4. Utilization of home visitors at various schools.

Phase II:

In an attempt to gain insights into how home visitors view certain aspects of their daily work, various activities that home visitors use in daily work were identified. Home visitors were asked to react to these activities on a prestructured instrument (App. B). These reactions were analyzed to identify activities that were considered to be:

1. Most and least difficult
2. Most and least satisfying
3. Most and least enjoyable
4. Most and least time consuming
5. Most and least effective

The purpose in both Phase I and II is to identify the points at which the operation of the Home Visitor Program is breaking down, shifting in direction, and/or attaining initial objectives.

FINDINGS

1. Each home visitor has defined the role and function of the home visitor for himself. The background competencies and partialities of each home visitor have modified the home visitor's role. Consequently, the services offered by home visitors vary in emphasis from one home visitor to another. The following basic orientations are represented in the individualized redefinition of the home visitor role:
   a. Administrative Assistant to Principal
   b. Guidance Counselor
   c. Pseudo-Social Worker
   d. Family Relations Counselor
   e. Educational Consultant

2. It is interesting to note the absence of identification with law enforcement or truant officer roles.

3. Considerable variance exists in the understanding and interpretation of who and what constitutes an initial contact:

   a. Pattern I: Home visitors wait for a referral from the principal before initiating a home contact.

   b. Pattern II: All new entries to a school are contacted as standard operating procedure.

   c. Pattern III: Contacts are made at the time a "first in family" enters a given school.

4. Little jobs that redirect the home visitor's efforts away from performing his primary functions appear to be cropping into the daily activities of home visitors. Among these "little jobs":
   a. Emergency clerical work
   b. Substitute teaching for an hour or two
   c. Delivery-messenger service
   d. Schoolyard work
   e. Writing reports, keeping records, and paper work
   f. Passing out milk
   g. At-school-attendance work

5. The approaches taken by home visitors do not give evidence of creative efforts in

initiating contacts with parents. Home visitation appears to be the basic method used to attain objectives of the program.

6. The following techniques are rarely employed:
   a. Small group meetings with parents, in homes or at school or at a center.
   b. Active involvement with P.T.A.
   c. Coordination of various community organizations to direct their attention to specific families.
   d. Spontaneous follow-up call back without referral.

7. Home visitors appear to feel that they are a definite part of the professional staff of the school to which they are assigned.

8. Analysis of Teacher-Home Visitor Relations:
   a. The home visitor appears to represent tangible evidence to teachers that someone is trying to help.
   b. Home visitors make communications with the home possible in instances where communications were not possible in the past.
   c. Home visitors appear to influence attitudes and understandings of teachers toward children by bringing first-hand information related to the home conditions that are influencing behavior at school.
   d. Home visitors appear to consider their conferences with teachers as one of their most profitable and important functions.
   e. Home visitors feel free to work with teachers directly in most instances.
   f. The presence of a home visitor appears to be producing a positive psychological effect on teachers.

9. Organization of the Home Visitor Program:
   a. All six principals and ten home visitors agree that the assignment to a specific school provides the most effective assignment teachnique. It creates an intimate involvement -- a personalization of knowledge, sensitivity, and association.
   b. All ten home visitors recognize a need for more supervisory assistance and direction.
   c. The home visitor appears to have strengthened ties with a specific school but identification with the Ford Project is weakening.
   d. Responses of home visitors indicate that they have great freedom in organizing and using their time.
   e. Little evidence of supervisory control over time allocations and expenditures exists.

10. Knowledge of Objectives and Purpose of Home Visitor Program:
   a. All ten home visitors indicated that they could verbalize the general objectives of the project. However the uniqueness of their assignment and their own personal biases brought modification to initial objectives.
   b. Principals appear to understand the objectives of the program. However, considerable variance exists in the degree of acceptance and importance which is placed on the program.

11. According to the responses of principals, home visitors appear to have improved the total school in the following ways:
   a. Change image of schools in eyes of parents.
   b. Improve adjustment of individual students. (Specific cases can be cited.)
   c. Improve achievement of individual students. (Specific cases cannot be cited.)
   d. Communications between school and home have been improved.
   e. Improved attendance:
      Attendance figures can be obtained for each school.
   f. Provide another body and mind to carry the total load.
   g. Provide an immediate means of getting at and solving problems.

An analysis of responses to a pre-structured response sheet suggests the following observations:

1. "Marshall community resources by directing people to community services", appears to be:
   a. performed least effectively
   b. least rewarding

2. "Interpret school reporting system to parents", appears to be:
   a. least important
   b. least difficult
   c. least rewarding
   d. enjoyed least

3. "Improve attendance by calling attention to parents and pupils of need for regular, punctual attendance at early stages. (Prevention is the goal, not correction.)", appears to be:
   a. most difficult
   b. enjoyed least

4. "Help school people understand conditions related to individual family situations", appears to be:

    a. most important
    b. performed most effectively
    c. most time consuming
    d. enjoyed most

5. "Reduce areas of misunderstanding between teacher, pupils, and parents", appears to be:
    a. least difficult
    b. most rewarding

6. The responses to the questionnaire are inconclusive regarding the activity which is least time consuming.

GENERAL CONCLUSIONS

1. Some type of compensatory service is needed at the elementary level in culturally deprived areas. The home visitor service may be providing a portion of this compensatory service. However, the home visitor service is not providing the totality of services that are needed.

2. The compensatory services that are needed appear to be somewhere within the combination of guidance counselors, school social workers, attendance officers, home visitors, and emergency aides.

3. The present operation of the Home Visitor Program has redirected itself away from the concept of the friendly hand reaching out from the school to the home. It has become more desk bound. Rather than a reaching out from school to the home and community, the emphasis seems to be reoriented toward bringing information from the community back to the school.

4. Home visitors show considerable evidence of identifying themselves with a role of community consultant for the teachers.

5. Creative development of new techniques and new patterns of effective performance is not evident. The operation has become a routine. Developmental initiative is not present.

RECOMMENDATIONS

The following recommendations are made for the purpose of directing home visitor activities toward the accomplishment of program objectives:

1. A regular planned training program for home visitors is needed.
2. Provisions should be made to supervise principals in their use and training of home visitors.
3. A definite home visitor supervisor should be appointed for the purpose of developing and directing the program.
4. Home visitors should check out at the end of each day at the Ford Foundation Center.
5. Standardized report forms should be developed to reduce report writing time.
6. The work and effectiveness of each home visitor should be carefully evaulated several times a year. If improved performance is not noted, termination of employment should be considered.

QUESTIONS AND FUTURE DIRECTIONS

1. Serious consideration should be given to the basic purpose of the Home Visitor Program in light of the experiences gained in the past three years:
    a. Should the Home Visitor Program be directed at bringing changes in the behavior of students and thus changing the school situation?
    b. Should the Home Visitor Program be directed at creating an improved school situation and thus changing student behavior?
2. Provisions should be made to draw a sample of cases for the purpose of identifying behavioral changes that have occurred in children with varying amounts of home visitor contact.
3. Efforts should be made to define the operational role of the compensatory service or person who seems to be needed at the elementary level.

OPERATIONAL EVALUATION OF PRE-SCHOOL NEW-TEACHER INSTITUTE (FORD-ADDISON PROJECT)

Evaluation procedures and findings related to the Pre-School Institute for New Teachers At Addison Junior High School are presented in this bulletin. The operational aspects of this institute have been evaluated for the purpose of identifying areas of strength and weakness in planning and presenting the program. It is anticipated that the findings and recommendations will contribute toward the preparation of a more effective program in future years.

A Pre-School Institute for New Teachers was held during the week of August 27, 1962, as part of the Cleveland Great Cities School Improvement Program.

The institute was designed to assist new teachers by familiarizing them with the children, school, and community so that they will be more able to function effectively at Addison Junior

High School. The institute was developed in the hope that the following objectives could be attained:

1. To provide a realistic, positive foundation for teachers who are new to the project.
2. To help teachers to attain positive attitudes toward children in the project school.
3. To provide a realistic but positive view of the community in which the project school is located.
4. To explore means for improving teaching in the project school.

METHOD

The depth interview technique in conjunction with a pre-structured question pattern provided the basic method for gathering information.

The following personnel composed the interview, evaluation, and writing team:

1. Charles N. Jordan, Assistant Chief
   Bureau of Educational Research
2. Joseph L. Mazur, Chief
   Bureau of Educational Research
3. Jean Scheutzow, Assistant Principal
   Rawlings Junior High School
4. William S. Tomko, Assistant Principal
   East Technical High School

The interviewing team was instructed in terms of technique and purpose prior to actual interviews. After information was gathered, the team met in conference to identify common elements, conflicts, irrelevancies and general observations.

The following questions gave direction to the interview sessions:

1. Specifically, what element of the pre-school institute helped you to function more effectively in the classroom?
2. What were reactions to Addison and its community on August 27, 1962?
3. Did the pre-school institute change your reactions?
4. What single aspect of the institute produced the greatest change in your feelings and attitudes toward teaching at Addison?
5. What could be done to help you function more effectively in the first weeks of a semester? (Knowledge, attitude, material, fear, disappointment, lack of confidence)
6. How can we help a new teacher to gain a positive but realistic attitude toward Addison?
7. In your judgment, what one or two changes would improve education at Addison most significantly? (Experienced staff members, administration, rules, parents)
8. In your judgment, what one or two changes would help improve working-teaching conditions at Addison most significantly? (Administration, older staff members, procedures, facilities)

Seventeen new teachers were interviewed at the end of their first year at Addison.

CONCLUSIONS

1. New teachers felt considerable fear and apprehension at the thought of being assigned to Addison.
2. Various activities of the institute were able to change attitudes from negative to positive, despair to hope, disappointment to challenge.
3. Personality and feelings conveyed by the principal and participants appear to play a major role in creating positive feelings on the part of new teachers.
4. Visits in homes of parents and walks through the neighborhood have been recalled as significant experiences.
5. A need for more adequate assistance appears to be evident in relation to the following:
   a. Homeroom organization and management
   b. Organization and management of study halls
   c. Classroom management and enforcing school rules
   d. Supervisory responsibilities of department chairmen in relation to new teachers
6. Note Appendix for summary and reduction of responses to specific questions.
7. The Pre-School Institute for New Teachers appears to be a promising practice in improving education in schools located in culturally disadvantaged areas.

At the end of their first year, teachers were able to recall specific elements in the Pre-School Institute that appeared to provide recognized assistance.

Specific ommisions such as practical techniques of organization and management were noted as elements for inclusion in future institutes.

APPENDIX

1. Specifically, what element of the Pre-School Institute helped you to function more effectively in the classroom?
   The advice from principals and experienced teachers about what to expect and how to handle discipline was very helpful.
   The tours of the neighborhood.
   Visiting in the homes of parents.
   Getting to know the administrators, the building, and the people directly concerned with the job.
   Having an opportunity to "be in the room" to get organized before pupils arrive.
2. Reactions to Addison and its community on August 27, 1962.
   "My feelings changed from negative to positive. I became challenged and pleased."
   Fear which was changed to a sense of challenge.
   Surprised -- newspaper account of Addison was overplayed.
   Fear and confusion at first, fears soon changed from negative to positive -- to a sense of challenge.
   "I had heard so many horrible things about this area, so naturally I felt fear."
   "I was definitely fearful about the physical violence I had read about."
   "I had done substitute work at Addison. I was aware of the vast improvement in the attitude of pupils, teachers, and parents." (A more positive attitude)
   Positive feelings: "I knew the area from the conference with the recruitor who visited the campus. Apprehensive, disappointed in the physical features of the buildings."
   "The school does not deserve a bad reputation. I feel it is much like any other junior high school."
3. Effect of Pre-School Institute on changing attitudes. (Positive-negative feelings, sense of challenge, direction, hope-despair)
   "I was impressed with the school and its facilities."
   "I was motivated to want to do a good job."
   "I became more aware of the problem, and worked out a plan. I felt I was an integral part of the program; that I was hired for a special reason; that I was chosen for a special purpose."
   "Mr. Tanner's talk bolstered my confidence. It increased my enthusiasm to meet the challenge."
   "I learned that I was a part of a large team so the institute program developed my confidence and courage."
   "The institute helped change my negative feelings to a sense of challenge."
   It helped strengthen the feelings of challenge.
   "It gave me hope. I was impressed by the 'esprit de corps' of teachers. The institute indicated the direction of addison was upward. The people in the Hough community seemed to be looking for help."
4. Single aspect of the institute that produced the greatest change in feelings and attitudes toward teaching at Addison.
   Tours of neighborhood and visits in homes.
   "Mr. Tanner appealed most to my sense of responsibility."
   The coordination of all parts of the program working toward the same end.
   The personality and enthusiasm of the principal; the dedication of the staff present at the institute.
   "I received the impression that people were working under strained conditions, but were able to keep their balance."
5. What could be done to help you function more effectively in the first weeks of a semester? (Knowledge, attitude, material, fear, disappointment, lack of confidence)
   Lighten paper work.
   Give specific directions for homeroom teachers.
   Give more help in filling out forms and in doing clerical work.
   Give more attention to a planned Homeroom Activity Period.
   Spend more time with heads of departments to become more acquainted with course of study, materials, etc.
   Have department heads use more diplomacy in helping new teachers.
   "We had only one new teacher meeting with the administrative staff. I think we should have had a meeting every week or every two weeks. Perhaps a panel of teachers or one of the administrative staff could meet informally with new teachers to lead us in discussing and describing problems and their possible solutions."
   Give more information about how to handle study halls, and how to enforce school rules.
6. How can we help a new teacher to gain a positive but realistic attitude toward Addison?
   Take neighborhood tours, and talk with experienced teachers.

Visit the school; tour the neighborhood; have workshops with parents; talk with experienced teachers.

Conduct the institute but cut or shorten some of the speeches.

Inform teachers early about the true story of Addison. Perhaps this should be done at the time of the initial interview.

Avoid too much stress on discipline. Teachers need to know the facts -- what to expect in terms of problems, but don't forewarn them to the extent that they expect only problems and nothing productive.

Include more pupil participation in the institute. Allow new teachers the opportunity to meet and talk with pupils. Have a student council reception to give teachers and pupils a chance to talk.

Have smaller group sessions (at the institute) conducted by experienced teachers. Allow for more interaction than is permitted in large sessions.

7. In your judgment, what one or two changes would improve education at Addison most significantly? (Experienced staff members, administration, rules, parents)

Provide more opportunity for parents and teachers to meet.

Separate the boys and girls for most academic instruction.

It would be helpful to have fewer pupils per day.

Invent some other device for the study hall.

Teachers need stronger backing for administration in discipline cases. Improve morale to improve education.

Keep the standards up and don't be satisfied with mediocre teaching.

More involvement of experienced teachers so that they feel they have a greater part in the program.

Reading program for pupils and the program to teach teachers to handle reading problems.

8. In your judgment, what one or two changes would help improve working-teaching conditions at Addison most significantly? (Administration, older staff members, procedures, facilities)

More evaluation by administrators -- observations and conferences.

More emphasis on life-centered lesson plans and teaching.

Procedures for obtaining supplies involve too much "red tape."

Cut down on the amount of clerical work.

Have fewer pupils.

The school within a school is a good idea.

Transition classes are helpful.

Study halls are not good places to study.

Give more time for planning lesson.

EVALUATION OF PRE-SCHOOL ORIENTATION PROGRAM FOR BOYS AND GIRLS ENTERING ADDISON JUNIOR HIGH SCHOOL, FALL SEMESTER, 1963

Prior to the opening of school, boys and girls entering the 7B grade at Addison Junior High School are encouraged to attend a Pre-School Orientation Program. This program is carefully pre-planned and implemented in an attempt to accomplish the following objectives:

1. To improve adjustment to school by familiarizing pupils with the building, regulations, and procedures.
2. To accomplish mechanics of transfer procedures, testing, and enrollment in advance of the opening of school.
3. To introduce children and parents to the school in a pre-planned, organized, non-rushed, friendly manner.

It is anticipated that children who attend the pre-school orientation will be more familiar with their new school thus reducing first-day and first-week confusion for the child as an individual and the school as a whole.

Children who attend the pre-school orientation receive information related to the following:

1. Location of library, dispensary
2. Location of lockers
3. Rules related to attendance and tardiness
4. Name of homeroom teacher
5. Procedures for reporting to school after absence, etc.

METHOD

This bulletin describes an attempt to make a partial evaluation of the pre-school orientation for new pupils. A questionnaire was developed for the purpose of noting differences in responses between a group of students who attended the orientation and another group who did not attend the orientation.

The questionnaire was administered to a sample of 188 pupils in homogeneous sections 3, 4, 5, 6, 10, 12, and 13. Section 13 represents a low P.L.R. section.

The sample included 161 pupils who attended the orientation and 27 who did not attend. The questionnaire was administered one week after the opening of school in September, 1963.

It was hypothesized that no significant difference exists between the responses of pupils who did attend and those who did not attend the orientation.

CONCLUSION

1. A significant difference exists between the responses of the attending and non-attending groups.

   $X^2 = 7.54462$ df = 1 p .01
2. It appears that the attending pupils were more familiar with the building, regulations, and school expectations that the non-attending pupils.
3. This evaluative effort is by no means conclusive; however, it appears that the responses on the questionnaire were not due to chance variables.
4. The pre-school orientation appears to be a promising compensatory practice in relation to familiarizing pupils with a new school situation.
5. If original assumptions are valid, the orientation should reduce confusion and increase stability in the transition from elementary to junior high school.

RESULTS OF PRE-SCHOOL ORIENTATION QUESTIONNAIRE

Addison Junior High School
September, 1963

		Attended Pre-School Orientation						Did Not Attend Pre-School Orientation					
Boys or Girls	Section Number	Number of Pupils	Correct Responses		Incorrect Responses		Total Responses	Number of Pupils	Correct Responses		Incorrect Responses		Total Responses
			No.	%	No.	%			No.	%	No.	%	
Girls	3	9	81	75.0	27	25.0	108	2	19	79.2	5	20.8	24
Boys	3	15	129	71.7	51	28.3	180	4	35	72.9	13	27.1	48
Girls	4	12	106	73.6	38	26.4	144	4	25	52.1	23	47.9	48
Boys	4	13	106	67.9	50	32.1	156	1	7	58.3	5	41.7	12
Girls	5	12	111	77.1	33	22.9	144	3	26	72.2	10	27.8	36
Boys	5	15	138	76.6	42	23.3	180	0	0	0.0	0	0.0	0
Girls	6	11	98	74.2	34	25.8	132	1	7	58.3	5	41.7	12
Boys	6	14	114	67.9	54	32.1	168	3	22	61.1	14	38.9	36
Girls	10	17	152	74.5	52	25.5	204	4	24	50.0	24	50.0	48
Girls	12	20	182	75.8	58	24.2	240	2	20	83.3	4	16.7	24
Boys	13	23	185	67.0	91	33.0	276	3	26	72.2	10	27.8	36
Total (Girls)		81	730	75.1	242	24.9	972	16	121	63.0	71	37.0	192
Total (Boys)		80	672	70.0	288	30.0	960	11	90	68.2	42	31.8	132
Total (Girls & Boys)		161	1402	72.6	530	27.4	1932	27	211	65.1	113	34.9	324

$\chi^2 = 7.54462$ df = 1 P .01

Name Boy Girl Grade Section

Did you tour the building and come to the meeting before school started? Yes No

1. The dispensary is on the first floor next to the cafeteria. Yes No
2. Boys and girls should not use the main entrance when they come into the building. Yes No
3. The office of the seventh grade principal is on the second floor. Yes No
4. Boys and girls may not wear outside clothing in the cafeteria. Yes No
5. Food may be eaten in the halls outside the cafeteria. Yes No
6. If your mother telephones the school, you may get a lunch pass to go home to eat. Yes No
7. If you come to school after homeroom is over, you must report to the attendance teacher. Yes No
8. The attendance teacher can be found in the hall in front of the library. Yes No
9. If you are not seated in your homeroom by 8:25 a.m., you will be marked tardy. Yes No
10. The combination numbers of your locker should be kept a secret between you and your locker partner. Yes No
11. You may go into your locker any time during the school day. Yes No
12. Mr. Hann and Mrs. Douglas are the seventh grade guidance counselors. Yes No

DETROIT PUBLIC SCHOOLS
GREAT CITIES PROGRAM FOR SCHOOL IMPROVEMENT

The four practices noted below all grew from a single project. Two are supported by "hard" data and affirmative evaluation. Two others have, all in all, a potentially broader effect, and more implications. They are harder to substantiate, and more difficult to implement in any of the several forms each might take. However, a great many factors, seem to indicate that they are, in spite of a lack of hard proof, highly promising practices.

I. Some promising practices which reinforce the teaching of reading in the classroom, and encourage reading for pleasure and information.

a. A lending library in an elementary school? But the children will use the books for second base! Yet the elementary school librarian has proved that the lending library works, and works well, and that the children will, for the most part, respect the books, and take good care of them. And these are disadvantaged children who are supposedly not very careful of property, whether it is their own or that of others.

The experiment, carried on now for two years, has shown that the lending library is inexpensive and effective, given

- -- minimum financial support ($300) for books and clerical assistance (provided in this case by a high school student from the community)
- -- a librarian who accepts the idea that a victory for books is their use by children, even if some misuse and damage is likely
- -- a congenial school atmosphere which elicits from children a responsibility and respect for people and property.

Typically, the lending library was open two afternoons a week as a part of the extended school program. Circulation, attendance and other statistics are noted below.

		FALL '62 - '63	SPRING '63
Total school population		1113	
Total number of days library open		30	28
Total attendance		2454	2127
Number of books borrowed		1866	1542**
Average daily attendance		81	76
Average daily circulation		62	55
Maximum daily attendance		127	106
Maximum daily circulation		90	70
Number of children participating on last day		227	172
Participation by grade: CHILDREN	1A	None	1
	2B	2	None
	2A	6	None
	3B	11	None
	3A	13	14
	4B	16	None
	4A	32	23
	5B	38	23
	5A	31	33
	6B	31	30
	6A	13	18
TOTAL CHILDREN		227	172
Participation by grade: CIRCULATION			
	1B	None	None
	1A	None	1
	2B	13	None
	2A	52	None
	3B	46	None
	3A	116	134
	4B	183	293
	4A	273	216
	5B	327	220
	5A	346	230
	6B	273	357
	6A	58	91
TOTAL		1866	1542
Books Worn Out (*)		93	106
Books Lost (**)		None	35

*This figure does not mean that 199 books were worn out during this school year. It includes books which had received cumulative wear to such an extent that a decision was made this school year to remove them from the shelves.

**As above, 35 books were NOT lost during this school year. Books shown as "missing" on any yearly inventory become "lost" if still missing on the following inventory.

***This figure does not include:

210 Books - borrowed by the Primary Unit teachers for use in their self-contained rooms

86 Books - used after school, in the school library, by pupils making "special reports" for Art, Science, Music, Home Room, etc.

REMARKS

A special effort was made to involve the youngest children (the ungraded primary) as an active part of the program. Their enthusiasm was high, and they seemed to want to read. The great problem, from the librarian's viewpoint, was their relative immaturity as a group. Frequently it was expressed in such terms as, "I forgot to bring my book back, again ..." and "I don't know how the book got all torn and muddy..."

Ideally, we should "let them read when they want to read." The dilemma involves deciding whether it is worth the cost, when that cost is measured against the increased service effected by such a total program. (Note: during the fall semester, the primary group borrowed approximately 10% of the total circulation). We consider the young ones a challenge, have worked with them with considerable success, and will continue to include them in the program.

Another problem grows from the inordinate amount of time consumed in policing non-returns. In an effort to get information about this problem, the librarian visited three different Detroit school libraries and two public libraries. The consensus is that the clerical work can be controlled, but getting one's hands on the books when due involves pupil/parent education, intuition, tact, and persistence. A successful record of "returns" evidently depends upon the individual librarian's initiative and personal contact with the borrowers.

There is unanimous agreement among teachers that the lending library program was performing a necessary and vital service in encouraging home reading, a service which far outweighs the two problems cited above.

b. A library caravan to take the child to the books. At one school, a "library caravan," which utilizes a school bus to transport students to the nearest branch of the public library, has been most successful. Children are organized into two groups. Group one includes all youngsters in grades 1-3; group two, youngsters in grades 4-6. Initially, the bus shuttle operated on alternate Wednesdays, but demand became too large, and now it transports an average of 65 pupils to the library each Wednesday. The whole activity takes about two hours (3:30-5:30) and is supervised by the school-community agent with the help of mothers and/or teenage volunteers. It is not unusual for the caravan bus to make two trips, carrying up to one-hundred and thirty children.

c. Sale of used books is another simple but effective practice that has put thousands of paperback books of almost every description in the homes of inner city families. School-community agents and coaching teachers have contacted a local news magazine and paperback book supplier and arranged to purchase books on consignment. The books are then sold to the students at wholesale cost (or if a reading club sponsors the sale,at a penny or two above cost). The device has worked well, and now it is common in all Project schools.

Through combined efforts of the Coaching Teacher, the School-Community Agent (who is, among other things, in charge of the after school program) and classroom teachers, an extraordinary number of reading clubs aimed at a variety of reading levels and subject areas have sprung up, after school and on Saturday mornings. Once begun, these clubs seem to be self-perpetuating, giving children access to "non-school" kinds of books and a certain amount of individualized instruction, neither of which may be available to them in the regular classroom reading program. Requiring little more than space, books, parents' permission and a paid or volunteer teacher (or practice teacher or high school student), the Reading Club has been a steady, successful after-school program feature.

II. Development of an "integrated", urban environment reading series, grades 1-3. The evaluation of the City Schools Series, of which the first three preprimers are completed and in wide use, is developed here around questions asked by those interested in the relative merits of such an approach to reading materials. The answers to the questions (hence the substantiation of the practice) are extracted from an exhaustive 69 page evaluation summary prepared by Gertrude Whipple, Assistant Director, Language Education Department, Detroit

Public Schools, printed in October, 1963. The City Schools Series attainted significantly better results with all kinds of urban children in all points of comparison with one of the best of the "Standard Reading Series."

1. What were the results of the experimental and control set-ups in the classrooms using the 3 preprimers?

The study involved classes in varied neighborhoods. Altogether twelve first-grade classes participated, each in a different school. Of the twelve, four consisted of Caucasian pupils, and four of Negro pupils. The four other classes were Mixed.

Because the appraisal of reading material is a relative matter, the merits of one series can best be estimated by comparing it with other series in important respects. In view of limitations of time, the City Schools Series was compared with only one series. However, the series employed as a standard was widely used and is considered one of the best series of its kind on the market. It is referred to here as the Standard Series.

The design of the study was that of a classroom experiment in which the two series, one at a time, were placed in the hands of the pupils. Six classes started with the City Schools preprimers, while six others started with the Standard preprimers. After a certain period, they switched books. The teacher used the series as basic reading material under carefully controlled conditions. Immediately after the children had completed a series, they were given tests on that series, in order to ascertain the progress they had made in learning to read. After both series had been taught, steps were taken to determine their relative interest appeal and the appeal of each book in the series. The children's attitudes toward the storybook characters were also investigated. In addition, the teachers who participated were asked to report their reactions to the City School Series on a questionnaire prepared for that purpose.

With the total group of pupils, (244) the City Schools Reading Program was significantly more effective than the Standard Series in promoting word recognition. For both series the same teachers taught the same number of words in the same amount of time. Complete mastery of the vocabulary was shown by 68 percent of the children on the City Schools test as against 50 percent on the Standard test. In oral reading, though the differences between the averages for the two series were slight, the differences consistently favored the City Schools Series.

With boys, the City Schools Series was more more successful than the Standard Series in promoting verbal ability. Altogether, 69 per cent of the boys recognized correctly every word in the City Schools test. This percentage equals that for the girls on the Standard test. Also in oral reading, the boys made a significantly larger number of perfect scores on the City Schools test than on the Standard test (City Schools, 36; Standard, 23). These findings give promise for the reduction of reading retardation among boys through the use of the City Schools Reading Program. It is a well-known fact that remedial-reading classes include many more boys than girls.

The most striking increase in verbal ability through the use of the City Schools Series is that for the Negro group. Its number of perfect scores on the City Schools word-recognition test (54) is more than twice that on the Standard test (26). This difference is highly significant. Moreover, in oral reading, the number of errors that this group made on the City Schools test was two less than on the Standard test. Obviously the teacher's load of reteaching is lightened through the use of the City Schools Reading Program.

In addition, the comments of the teachers show that they experienced a sense of accomplishment in using the City Schools Series to promote fluency in language. When a good teacher works with a set of books day after day and experiences satisfaction with his results, it would seem that his reading materials and methods are successful.

2. How does the series vocabulary count compare with other widely used series?

The ratio of running words to different words in the City Schools books exceeds the ratio for both the Scott, Foresman Company and Ginn and Company readers. We have made no comparison with series other than these two.

3. What is the home and library program being used to supplement and sustain the good work this series attempts to do?

Our teachers say that the children experience such pleasure in reading the preprimers that during a free activity period more children go to the reading table than to the "fun" table. Thus it would seem that the preprimers develop an interest in voluntary reading. In conferences, teachers are encouraging parents to utilize this interest by taking children to the library. Many teachers have reported unusual success. For instance, one teacher who participated in the experiment reported that more than half of her underprivileged had obtained library cards and were using them.

4. What were the reactions of white parents to an apparently homeless, and parentless Larry?

The white parents did not comment on this matter. They accepted the preprimers just as they were and made no complaints whatever. The reason that Larry's parents were not introduced in these very early books is that the beginning child would be overwhelmed by too many names to learn. In the next book, A Day with Debbie (in press), the children visit in Larry's home and meet his parents.

5. What has the response been to this series by school teachers and parents to inclusion of this series in the elementary school language arts program?

Teachers have clamored for it. The only trouble is that we do not have enough money to supply it to all the teachers who want it. In a forthcoming research report the reactions of the teachers are quoted and consistently show great enthusiasm for the series.

Evidently the parents are well pleased, or the teachers would not have asked for more of the books. No definite comments from parents have reached us.

6. Has there been any significant change in Negro children's drawings?

The children who participated in the experiment seemed unconscious of race. Some left all the faces white in their drawings. Some colored them black, brown, or red, etc. The Negro and the Caucasian children reacted exactly alike. There was no evidence from the experiment indicating that first-grade children are race conscious.

7. Has there been any significant improvement in reading ability?

The answers given above to question 2 apply also to this question. The experiment showed further that in interest appeal the City Schools Series far exceeds the Standard Series, even though the Standard is one of the best series on the market. The statistical data revealed the high interest value of the City Schools Series in every one of the schools participating in the experiment, those in high and low socio-economic areas, those in Negro, Caucasian, and Mixed areas. The pupils' own reactions during the test added unmistakable evidence. As they read the Standard Series, they showed no overt reactions; as they read the City Schools Series, they chuckled or laughed with pleasure. The reactions of the teachers confirmed these observations.

The City Schools Series was especially popular with the two groups of pupils who experience difficulty in learning to read. One group consists of the boys; the other group, of culturally-deprived children.

It would seem that this interest-stimulating quality of the books contributes to growth in reading power. Before a child can be taught to read, the teacher must get his attention. As the reading goes forward, the child must receive encouragement to master the words he doesn't know. In both these endeavors, the teacher depends largely upon the appeal of the book. If the child becomes enchanted with the stories, the teacher has no trouble directing attention to them and the child himself tries to discover what the unfamiliar words say. On the other hand, if he is not interested, he is willing to make meaningless substitutions for the unfamiliar words.

III. A Summer School Program.

Summer school seems to be a natural adaptation to the pattern of urban life, and may evolve, particularly in disadvantaged inner-city areas, into an eleven-month school program likely to achieve on a broader scale what is now being done in these areas by an extended school session and early admissions or pre-school programs to give the schools more time to effect the assimilation and training of the disadvantaged child.

Currently, in Detroit, the summer school serves as a test bed for curriculum modification, a laboratory in which drastic changes can be wrought in teaching style, and above all, a constant proof that the typical "regular school" program, from September to June, is often highly inappropriate, not only for disadvantaged children, but by implication for all children. We have a substantial body of evidence which supports our supposition, and several individual cases of children who have learned and retained as much or more in summer school than in the previous nine or ten months of formal schooling.

What happens? The summer sessions are shorter, more informal, more relaxed, and more to the point, since much of the filler and the repetition which many teachers insert in lieu of real teaching, is cut away, and interest and motivation are maintained at a higher level. The traditional barriers between teachers and student tend to drop and even disappear. Classes are smaller, teachers less anxious and more likely to teach (a paradox, but one which seems to be borne out in practice). Pressure that exists, if it exists at all, is self-initiated. Moreover, individual students receive more attention, whether it be in remedial-enrichment classes or in recreation and club programs--"summer school" in the Detroit project is usually divided into these two parts.

Summer school enrichment, particularly in reading and arithmetic, tends to offset the academic recession which generally occurs during the typical inner-city summer.

Ideally, enrichment holds first priority, and when made available to those who need "remediation", enrichment seems to work more effectively than classes actually calculated to achieve remediation. The summer school setting also encourages teachers to experiment with subject matter, new methods and techniques. Small classes, student assistants and the specific encouragement to experiment and to test new perceptions and attitudes toward "school" and "students". Foreign language, instrumental music...the children focus, concentrate on one or two areas of interest. Generally, project summer schools have involved from 10% to 15% of the school population, plus additional children and parents and interested neighbors.

The children come to school every day, brimful of enthusiasm--and they have not always come to us that way. Teachers whose regular classroom performance is often mediocre (by objective view) become vitally interested and excited--and this carries over into the formal fall program. "The community enjoyed having the school open. The pupils enjoyed coming to school. The teachers were relaxed and happy."

Teacher participation in summer school planning is a prerequisite. Different ways to go--new books for reading, approaches in artwork, language instruction--all come from teachers. Teacher involvement in the process of evaluation has helped to contribute to a considerable store of practical know-how.

PLANNING:

In each school there is at least one lengthy total staff planning session, to outline goals and purposes and procedures. Careful joint planning of the typically two part (academic + experience-recreation) summer school programs, has been done to assure reinforcement and to prevent duplication. Choice of academic (remedial and enrichment) offerings and experience (clubs and recreation) offerings have been based on recommendations of representative individuals and groups who know the community and can ascertain its interests and needs.

In summer, 1963, sixty-four teachers were involved (approximately 15 percent of Project teacher staff) plus administration.

Techniques for encouraging enrollment varied. Some schools sent out flyers inviting participation. Others enrolled by invitation, choosing students recommended by teachers. All requests by parents to enroll sons and daughters were honored, although many had to be placed on a waiting list. The list was used to fill vacancies created in time by "drop-outs" (who averaged from 10% to 15% across the seven schools).

All secondary and two elementary (total 5 of 7) accepted students enrolled in nearby schools. Five of the seven schools offered the student free choice of subject and number of subjects. Six of the seven schools grouped by ability without regard for age or grade. No schools awarded marks or gave promotions. All summer schools involved adults, parents and school neighbors alike (senior citizens, too) in the recreation and club programs in afternoon and evening. A total of 100 bus trips to all sorts of places were taken by summer school participants.

Evaluation of summer school programs took many forms. Informal evaluation sessions occurred constantly, and formal evaluation ranged from a minimum midpoint and final evaluation to a bi-weekly meeting which continued on into the regular school year and will become planning for next years summer session. Parent reactions were checked by telephone and written interviews. A follow-up on students who dropped out yielded valuable information, sometimes a "family vacation," explanation, and often an "I was bored," or "it was all work and no fun" explanation -- the latter being significant in evaluation and further planning. One school continued to pre-test and post-test its summer school students. The practice was encouraged by Project staff for the first year, but later dropped because it showed no consistently significant results which warranted the expense of administering a standardized achievement test.

Every effort, formal and informal, was made to communicate activities and important findings of summer school to the regular school staff.

With regard to the future form and function of summer school, important and often contradictory questions are being asked. Each school has gone its own way, with only rudimentary ground rules (relative to budget and to the very basic goals of the Project -- the increase of the academic and social competence of children and youth) -- and each school has encountered its own unique problems and chalked up its own unique successes. Presuming that we try a shotgun approach at the outset, offering a little of everything to see how it goes, is it than a good idea to isolate specifics and select areas of concentration? Should summer school be basically an intensive, highly organized remedial-enrichment program? Or should it be a summer haven for inner-city kids, a place where there are interesting things to do -- crafts, art, dramatics, dance, field trips, reading, street showers? Or is there room for both, a need for both?

Teacher evaluation gives constant high ratings to small class size ("I'm able to teach individuals for the first time," and "a chance to have informality and discussion without chaos") and the student assistant, ("I'm more and more involved as a co-instructor rather than clerk and odd-job runner"). The student assistants, whether volunteer or paid, consistently see the summer school experience as "an orientation to real teaching", and say "I'm happy with this summer: I'll be back" a casual remark which warms the cockles of the inner-city principal's heart.

Summer school, with all its manifold implications and opportunities for experimentation, is a highly promising practice in Detroit. It represents both a way to go in inner-city education -- the year around school -- and a nearly ideal way to the discovery, implementation and perfection of new ideas and techniques -- or the revamping of old ones.

IV. The Project school as a community agency

If the typical public school, particularly the urban public school, is to effect the kind of changes which will be expected of it in the next decade or so, it will need considerable revision and restructuring, and its staff will need considerably broader and deeper preparation and training, and perhaps specialization.

Many who view the current state of the public schools insist that educators must assume an activist, change-making role. Yet, activism must have a sound philisophical base, and the change-maker in schools courts the ruin of the institution unless he develops a reasonably conistent plan for change, a considerate means to a fortunate end. One thing appears certain at this point: the end cannot be achieved by the means which we may, for lack of something better, have to choose -- the traditional way, the academic, multi-tracked, structurally and methodologically rigid way, with its single curriculum, its delimiting class bias, its inadequate pre-service preparation of teachers, and so forth. We cannot make real progress toward the achievement of academic and social competence for all children and youth without a systematic renascence of education relevant to the requirements of the millions of disadvanted Americans.

One aspect of this renascence may well be the permanent establishment of the community school. In Detroit, the Project schools are open from eight in the morning until late at night. This is a start. For much of that time our attention is focused upon involving the parents and the community. Their involvement is critical in attaining the necessary reinforcement of the work of the school. To this end, project schools offer after school and evening classes ranging from the basic "learning how to read" sort to those which require great manual and/or intellectual skill. The schools provide informal groups, clubs, and classes organized around parents' expressed needs.

Clubs and classes have been taught by teachers and by lay persons from the local community and from the total metropolitan area. In addition, many youth from the community have been used as baby-sitters, teacher's aids, and assistants for afternoon and evening classes and clubs. Each school has had to organize after-school and evening activities in terms of its own community and the needs of that community. Some schools have emphasized enrichment programs for youth in the afternoon. Others have emphasized adult programs in the evening. We have reached not only typical "PTA" parents but also many of the so-called hard-to-reach parents. All these additives--special personnel and after-school programs--contribute to the functioning of the community school. But they do not of themselves comprise the core of that school. Often an observer can deduce the essentials of a school style, and the real effectiveness of the school, not by observing the successful "in" student, but by observing the number and kind of unsuccessful "out" students--the problem children--and what the school does with them. Just so can an observer assess a "community school" by observing what the school does with children and parents who are not successful and not in the PTA--the alienated child and his "hard-to-reach" parent.

What can be done to change a fortress school in an alien community? Slowly, the community school concept, put into action by administration and staff, chips away at the indifference to school, and at the tolerance, as of the fortress school. Gradually, led by the skills of a detached school-community agent who belongs to the school in the best sense, the school staff interprets the real concerns, perceives the real nature of the school community. It becomes a responsive teaching staff, and hard-to-reach parents and neighbors become a little more accessible and a little more involved. They respond as teachers reach out, teachers aware of their biases and their "niceness", and able to keep the onus of middle-classicizing from ruining the inherent appeal of a school which involves everyone child, parent, childless neighbor--on his own terms.

It took years for fortress school to alienate its community, to isolate itself from normally sympathetic people after all, school is for the childrens' education, and there is a natural relationship, stifled as it might have become, between the parents who want much for their child and the school which can and should give much to the child. But in a community where values from outside--school values--are imposed rather than adapted to fit, where the school is unregenerate and the community is unable to adjust (supposedly, school staff and administration are more adaptable than any given "variant" community), antipathy and disaffection replace the natural cooperation which one can presume should be intrinsic in school-community relations. A wall is built, and real communication, other than at the mandate of the school staff, ceases. Yet what is the concern of the parent? And what is the concern of the school?

The answers to these questions are self-evident, but seem to be obscured in a most tragic way. The answers are the premises of the community school, the school which is the real hub of a viable community, the school whose influence is strong, and promotes growth and change understood by all to be beneficial to children, parents, and community. Some of the staff of this school live where they teach. And each teacher in this school is respectfully accepted by, and respectfully accepts, the parents of his students. The teacher is not demeaned by this mutual acceptance. But what he gains is respect, not authority. What he offers through his school is his long sought and worked for understanding of how children learn and how they grow up--his capacity to teach. He may, and sometimes must, disagree with parents, become stern if need be, and courageous in opposition to them, if he must be so. But the only right he has, the only mandate he may exercise--often with trepidation, because he does not know it all--is to do as well by every student as he knows how. This teacher, in company with others whose understanding of teaching is as clear as his, is the core of the community school, the real school. The rest is bricks and glass, and a curriculum through which to operate.

HOUSTON INDEPENDENT SCHOOL DISTRICT
HOUSTON, TEXAS

TALENT PRESENTATION PROJECT

The most effective practice recently emerging from the project was a back-to-school drive conducted during the month of August. Twenty classroom teachers were employed at regular salary to screen records of incoming seventh grade students to prepare for the organization of new classes. They also visited homes of the 1400 students enrolled in project classes at the conclusion of the 1962-63 school year and of the approximately 700 eligible incoming seventh grade students. While visiting, the teachers urged parents to plan early for school supplies, physical examinations, vaccinations and clothing. The objectives and nature of the program were interpreted to both parents and students.

Excellent support by mass media resulted in some rather unusual developments. Statistically 94% of the project students returned to school on September 4, 1963. Two hundred dropouts are known to have returned to school, some after an absence of more than two years. Citizens and organizations donated more than $1,000 for the purchase of school supplies and shoes. The community contacts accomplished more to interest the community than any past effort.

LOS ANGELES CITY SCHOOL DISTRICTS
STEP
STUDENT TUTORIAL EDUCATION PROJECT

SCOPE
School Community Opportunity Project in Education
Los Angeles City School Unified District
1963

The Student Tutorial Education Project, (STEP) was an experimental program using volunteer college students to tutor "educationally disadvantaged" high school students. The program was designed to determine whether tutoring could be effective in assisting "educationally disadvantaged" students to upgrade their scholastic achievement. It was realized that such a brief trial project was not sufficient to truly measure the effectiveness of a tutorial program. However, it was felt that it did indicate the value of such a program as a compensatory project.

Sponsorship of the Project

STEP was organized and operated under the joint sponsorship of the Secondary Division of the Los Angeles City Schools, the Alpha Phi Alpha Fraternity, Inc., and a group of interested college students participating as volunteer tutors. Los Angeles City School sponsorship included:

. The use of Wilson Hall, an 18 classroom building including office facilities, in Manual Arts High School.
. One Los Angeles City School teacher, paid at the salary rate of a summer school assignment.
. One high school administrator paid at the salary rate of a principal for two weeks.
. Fifty dollars to cover office supplies and telephone services.
. Textbooks for the use of the tutors.

Alpha Phi Alpha Fraternity, Inc., contribution was:

. Eight hundred dollars to pay two college students $400 each to serve as coordinators.
. Fifty dollars for office supplies and miscellaneous expenses.

The whole project was a concern of the Mid-City Principals' Committee.

Staff of the Project

The Staff of the project was composed of an administrative group and tutors. The administrative staff of the project was organized as follows:

. Director -- Jesse H. Sterling, Los Angeles City School teacher
. Administrative Assistant -- Mrs. Dale Marshall, a certified teacher
. Coordinator -- Steve Brand, a Dartmouth College Junior
. Coordinator -- Larry Sager, a Pomona College graduate
. Coordinator -- Robert Singleton, a U.C.L.A. graduate student
. Staff Editor -- R. A. Kernachaon, a Dartmouth College Sophmore
. Advisor -- Isaac H. McClelland, a Los Angeles City High School Principal

The tutors consisted of 59 college students, 6 selected high school students, and one Los Angeles City High School mathematics teacher. The college students were all volunteers. They were recruited from the local colleges and universities and some came from eastern colleges such as Oberlin, Dartmouth, and Princeton.

Program

The Project provided tutoring for 130 high school students taking academic subjects at Manual Arts High School Summer Session. Tutoring took place during five weeks of the summer session from 1:30 - 5:00 p.m. weekdays. The average tutor instructed two students weekly and met each student for two, one-hour tutoring sessions per week. Tutoring in mathematics, especially algebra made up 75% of the program.

The largest number of tutoring sessions in one day was 59; the largest number of sessions in one week was 211; and the total number of tutoring sessions was 968.

Physical Facilities

The Manual Arts High School Principal assigned Wilson Hall to STEP. It had eighteen classrooms and departmental offices. STEP used the foreign language office as its headquarters; one classroom was used as a reception room and one for a study hall; the rest were used for tutoring sessions.

Evaluation

In order to evaluate the project the administrative group distributed questionnaires to all tutors and students. The major conclusions of the evaluation were:

● Staff -- The administrative group was successful in getting the tutors and students together; however should the program be attempted again, the recruiting of tutors and students should be done before the regular school year ends, so that there will be adequate time for planning and for matching tutors and students.

- Tutors -- The fact that it was possible to recruit tutors after college had ended indicated the enthusiasm which exists among college students for this type of program. Almost all the tutors stated in the questionnaire that the Project met or exceeded their expectations. A good number said specifically that they would be available for future programs. The level of tutors was high, as indicated by their college records, low absence rate, and their willingness to follow through on their responsibilities. This suggests that some kind of self-selection was in operation, i.e. those individuals sufficiently motivated to participate in such a program normally possess the qualities of a good tutor. Yet some selection process would probably be desirable in order to reinforce this self-selection process in a future program.
- Students -- The enthusiasm of the students for tutoring was so high that enrollment had to be limited to Manual Arts students. Student attendance was excellent and tutors were almost unanimous in listing the enthusiasm and cooperation of their tutees as high.

  Virtually all of the students stated that their tutors helped them "a great deal". The majority said that the help they received increased their understanding of the subject matter.
- Total Program Comment -- The STEP program was limited to students taking academic subjects, but it did not direct its appeal to any specific subject field. As a result, the demand for math far exceeded all of the other subject fields. Perhaps, in the future, students should be recruited for specific subjects or with specific goals such as that of repeating courses that they have failed. Yet caution must be maintained to preserve the student (tutee) initiative which was an essential part of the success of STEP.
- Suggestions -- Many suggested that the program should be lengthened by continuing in the evening, by continuing in the regular school year, and by continuing past the end of summer school.

  Many tutors felt that some meetings with experts in the field such as remedial reading and special tutoring methods would be valuable. Some tutors suggested that the scope of the program should go beyond tutoring in academic subjects and should also include remedial classes.

WORKREATION PROGRAM

"Workreation," the pilot program providing work, study, and reaction activities for high school dropouts, conducted cooperatively by the Los Angeles City Department of Recreation and Parks and the Los Angeles City Schools during the spring semester 1963, and the 1963 summer school session, gave a very worthwhile service to some boys in need of help. Quite a number of the boys who enrolled in Workreation in the spring semester continued to exhibit the same kind of instability that caused them to drop out of high school, and also dropped out of Workreation. On the other hand, 14 of the boys stayed in the program until the end of the semester, earned their 20 semester units of school credit, learned to work for and with other people, and improved their physical condition stamina.

The original approved plan called for an enrollment of 25 boys in the pilot program. During the spring semester a total of 37 individuals were enrolled at some time. Never, however, were there more than 25 active participants at one time, and as previously noted, 14 of the boys started soon enough, continued until the end of the semester, and earned their school credit in Work Experience Education, English, Social Studies, and Physical Education.

All three phases of the program have proven beneficial to the boys. The work crew-leaders indicated that they could see real improvement in the boys' skills and attitudes toward work. The boys were quite pleased when they were informed that a fire-break, which they had constructed, had actually stopped the spread of damage in the recent Griffith Park fire.

The Recreation Director had the boys participating in the team sports of softball, touch football, basketball, and soccer. Individual competition was provided in track and field events, horseshoes, ping pong, swimming, and bowling. Physical development tests, of a type prescribed by the U.S. Navy, given early in the program and again near the end, showed that many of the boys had improved their physical condition.

The classroom instruction in the spring semester consisted of a one-hour daily class in English and one in Social Studies. The English class stressed reading and vocabulary. The Social Studies class emphasized vocational counseling and the activities of various national and local governmental, civic, and public service institutions.

The two-hour classroom course given in the summer session was in basic mathematics which included elementary geometric figures and simple drafting. This type of a more "active" classroom offering seemed to be better suited to the boys' needs than the spring semester's "lecture" type of instruction.

Two related studies about high school dropouts, made possible by the information available on students referred to the Workreation program, have been done by the Work Experience Section.

The first study shows some of the problems encountered in trying to recruit and interest high school dropouts in participating in a training program designed especially for them. Names of 141 dropouts, partially screened by school registrars and/or vice-principals, were referred to the Work Experience Section as candidates for "Workreation" in the spring semester 1963. The boys were dropouts primarily from the previous semester. Of these, we were able to hire only 37, never had over 25 at once, and only 14 stayed with the program until the end of the term. A large number of potential enrollees had no desire to work in this program, and no evident ambition of any kind.

In recruiting additional participants for the summer session, 80 more referrals were made by Belmont, Jackson, Lincoln, and Roosevelt High Schools. From this group only seven boys were enrolled. Two boys who dropped out of Workreation during the spring semester were reinstated for the summer session during the week of June 24 while the work and recreation phases of the program continued prior to the opening of summer school. However, one of these dropped out again after eight days of attendance.

Twenty-four boys were enrolled during the summer session. Nineteen of them remained enrolled until the Workreation Program was terminated on August 9. Two quit, and full time outside jobs were found for three others who had grown tremendously in responsibility, workmanship, and maturity since they enrolled in this program. They are working full time now and have agreements with their employers that they will return to regular high school in the fall on a 4-4 basis to continue working each afternoon.

Five of the original boys on the program were removed from the regular work crews during the summer session and received specialized training in the plant nursery at Griffith Park. Two others worked in the hobby-craft shop at the park. These jobs offered real opportunities for learning skills which can develop into permanent employment. Also, these jobs are well within the capabilities of these boys, which incidentally are not very high by academic standards.

The second study gives a case by case brief follow-up about the 23 boys who were enrolled in Workreation and then quit or were let go, usually for very poor attendance. As of July 15, one of the boys who quit the Workreation program was enrolled in regular summer school at Belmont, six were working at other part-time jobs, one was in the Navy, two were unemployed and looking for work, six were unemployed and not looking for work, one was under Youth Authority camp placement, and six had moved from their last known addresses.

A very brief addendum study has been made of the boys who were enrolled in the Workreation summer session. It shows that as of September 16, 1963, the boys are engaged in the following activities:

1. Working full time	4
2. Enrolled in full time school	6
3. Enrolled in school on a 4-4 basis	2
4. Placed in jobs by the Work Experience Section (Same two people as in previous item)	2
5. Working on a temporary full time job for the Department of Recreation and Parks	3
6. Not in school and not working	3
7. Unable to locate	6

All in all, the Workreation program gave a chance to achieve success to some boys who really never had that chance before. Those who accepted this chance and profited from it made the entire effort worthwhile. We firmly believe that, if at all possible, this program should be reinstated for operation during the 1963-64 school year.

PROPOSED AGREEMENT BETWEEN THE LOS ANGELES CITY DEPARTMENT OF RECREATION AND PARKS AND THE LOS ANGELES CITY SCHOOLS FOR OPERATION OF THE WORKREATION PROGRAM

I. Purposes of The Program

1. To provide a unique opportunity for high school age boys, who have terminated school attendance prior to graduation, to participate in a coordinated work-study-recreation program at one location and supervised by qualified personnel.
2. To encourage those capable of profiting from a regular high school experience to re-

turn to school and complete requirements for high school graduation.

3. To assist the boys, especially those who will not return to school, in gaining skills and attitudes which will make them more acceptable as potential employees in the labor market.
4. To teach good work habits and the ability to work for and with other people.
5. To develop physical fitness, stamina, and an interest in team and individual recreational activities.

II. Location of The Program

1. Sites for work activities and classroom facilities in Los Angeles City Parks are selected by Department of Recreation and Parks personnel and approved by Los Angeles Unified School District personnel.
2. The classroom location for the spring semester 1963 was in the playground building at Elysian Park.
3. The classroom location for the summer session was in the park building at 5321 Crystal Springs Drive in Griffith Park.
4. Either of the above two sites will be acceptable for a continued program in succeeding semesters, and additional sites may be selected and approved as specified in item 1, this section.
5. Permits for use of park facilities by school district personnel in the operation of this program are issued without charge by the Department of Recreation and Parks to the Los Angeles Unified School District.

III. Daily Schedules

REGULAR SEMESTER

Prior to 7:30 a.m. - Transportation provided by the Park Department for the boys from Echo Park, Lincoln Heights, and Evergreen Playground to the work site.

7:30 a.m. to 11:30 a.m. - Work at park maintenance.

11:30 a.m. to 12:00 noon - Lunch.

12:00 p.m. to 12:50 p.m. - 1st classroom period.

12:55 p.m. to 2:00 p.m. - Supervised recreation.

2:10 p.m. to 3:00 p.m. - 2nd classroom period.

3:00 p.m. - Transportation back to community playgrounds.

SUMMER SESSION

Prior to 7:15 a.m. - Transportation provided by the Park Department for the boys from Echo Park, Lincoln Heights, and Evergreen Playground to the work site.

7:15 a.m. to 10:15 a.m. - Work at park maintenance.

10:25 a.m. to 12:30 p.m. - Classroom period.

12:30 p.m. to 1:00 p.m. - Lunch.

1:00 p.m. to 2:30 p.m. - Supervised recreation.

2:30 p.m. - Transportation back to community playgrounds.

IV. Candidates for Enrollment

1. In the pilot program during the spring and summer of 1963, students were recruited from the attendance areas of Belmont, Lincoln, and Roosevelt High Schools. This also included students who had transferred from these areas to Jackson High School.
2. All candidates must live within the Los Angeles City limits.
3. Candidates must have terminated high school prior to graduation, and be from 16 to 21 years of age. The younger boys in this age group are preferred.
4. Lists of dropout candidates are prepared by the contributing schools and sent to the Supervisor, Work Experience Section, prior to each enrollment period.
5. Individually recommended candiates may be referred by the Department of Recreation and Parks, the Los Angeles Unified School District, or Probation Department personnel. Decisions on acceptance for interviews of these referrals will be the joint responsibility of the Director of Workreation from the Department of Recreation and Parks, and the Supervisor, Work Experience Section, Los Angeles City Schools.

V. Selection of Participants

1. The names of the candidates are referred to the Child Welfare and Attendance branch of the Los Angeles City Schools from where the Los Angeles County Central Juvenile Index is checked to evaluate any possible police records of the candidates.
2. All candidates, without extremely severe police records, are contacted by letter, telephone call, personal visit, or a combination of these methods, and invited to be interviewed for possible selection as participants in the program. These initial contacts with the school dropouts are made by members of the staffs of the Work Experience Section, or the Child Welfare and Attendance Branch of the Los Angeles City Schools.
3. Interviews of candidates are conducted in buildings on community playgrounds operated by the Department of Recreation and Parks. Interviewing teams consist of not

less than three persons, and include personnel from both the Department of Recreation and Parks and the Los Angeles City Schools.

4. Participants are selected on bases of needs, school background, future plans, expected ability to get along with other participants, and expected chance of profiting from this kind of an experience.
5. Selected boys are referred to the City Hall for physical examinations and processing necessary to make them employees of the City of Los Angeles.
6. Selected boys are encouraged to obtain sturdy work shoes and the approved uniform as soon as possible.

VI. Status of the Boys on The Program

1. Enrolled as students in a Los Angeles City High School:
   a. During a regular semester the boys are enrolled as daily continuation students at Metropolitan High School. They take four approved courses for credit which include two specified class room courses, work experience education, and physical education.
   b. During the summer session the boys are enrolled as regular students at Lincoln High School and earn credit for one two-hour classroom course.
2. Employees of the Los Angeles City Department of Recreation and Parks:
   a. Covered by usual benefits for Los Angeles City Civil Service Employees. (Workmen's Compensation Insurance, etc.).
   b. Paid $1.00 per hour for their scheduled work time.

VII. Responsibilities of the Department of Recreation and Parks

1. To provide transportation for the boys between the community pick up points and the work sites.
2. To schedule and supervise the work to be done by the boys during the assigned work periods.
3. To furnish a satisfactory location in which classroom courses can be conducted. This includes tables and chairs for students, a blackboard, a secure storage area for supplies and equipment, and washroom-toilet facilities.
4. To provide all materials, equipment, and personnel for the direction of the recreational portion of the program.
5. To rate each participant on work habits and physical fitness.

VIII. Responsibilities of The Los Angeles City Unified School District

Under Direction of the Principal of The High School in which students are enrolled:

1. To assign a qualified teacher to teach the scheduled classroom courses.
2. To determine what approved classes will be offered and plan the course of study to meet the needs of the students.
3. To provide all teaching materials, such as books, paper, chalk, pencils, and audio-visual equipment.
4. To supervise the instruction given in the classroom and to establish procedures for dealing with classroom discipline problems.
5. To establish policy for roll keeping, absence reporting, and follow-up of absences.
6. To ascertain that any earned school credit is entered in the cumulative records for the students.
7. To assist qualified students in re-entering a regular high school situation.

Under Direction of The Supervisor, Work Experience Section, Division of Secondary Education:

1. To obtain names of candidates for enrollment from contributing high schools.
2. To inform candidates of the opportunities offered to them in this program.
3. To work with the Department of Recreation and Parks personnel in screening applicants for enrollment in the program.
4. To have normal follow-up conferences with the Department of Recreation and Parks work-crew leaders and prepare rating scales to recommend work experience credit for the on-the-job training.
5. To conduct individual interviews with the boys to determine the best plans for further school attendance, part-time work, or full time employment.
6. To assist the boys in returning to school or finding employment.

IX. Public Information

All items for public information about this program via newspaper, radio, or T.V. will be approved by the Public Information Offices of both participating agencies before release is granted for publication.

X. Situations Not Covered in This Agreement

It is expected that in the operation of a pilot program of this type many unforeseen circumstances will arise that will need to be discussed and agreed upon by both involved agencies. Immediate responsibility for initial contact and primary discussion will be between the Program Director of Workreation for the Department of Recreation and Parks, and the Supervisor, Work Experience Section, Los Angeles City Schools. These representatives of the two agencies will work with their associates, receive administrative approvals, and schedule any necessary meetings to include other personnel from both agencies.

APPROVED:

For the Department of Recreation and Parks

For the Los Angeles City Schools

SPECIAL PILOT PROGRAM

A desire to help provide equal job opportunities for individuals with limited employment possibilities resulted in a unique pilot training program at Manual Arts and Jefferson High Adult Schools.

The program is effective for providing intensified training in specific fields for persons who traditionally find it difficult to find employment -- those from culturally disadvantaged areas or members of various minority groups. All persons participating in the program are individuals who have finished high school but are not pursuing any type of post-high-school training.

Classes meet immediately after the close of the high school class day, meeting five hours daily from 4:30 to 9:00 p.m. High school facilities are used; augmented by special supplies, equipment, and programmed devices.

The program, little more than a dream last January, now has completed training for one Clerical Occupations class and two Electronic Assembly classes. The employment statistics are as follows:

	Number Graduated	Number Employed	Number Unemployed
Clerical Occupations	22	11	11*
Electronic Assembly - Section #1	21	21	0
- Section #2	20	16	4

*Graduation of the last classes have been a recent event. Successful placement of most students is anticipated.

In addition to those who have completed their training, a class for Machine Operators is scheduled for completion on November 8, 1963. Original registration was 24 students. Eleven have completed the class and have jobs promised to them. A second section of 34 unemployed young women began training for clerical and typing occupations on July 7, 1963 at Jefferson Adult School.

Cooperating Agencies

Participating in the experimental venture are community organizations and Federal agencies. The President's Committee for Equal Employment Opportunities, the Department of Health, Education and Welfare, the Office of Manpower and Training of the Department of Labor; the Urban League; the Personnel Relations Bureau of Jewish Federation Council; the California State Employment Service, the State Department of Education; the Los Angeles City Schools and 16 of the largest business and industrial firms in Southern California.

Special Project Advisor

Unusual features of the program include the full-time services of Mr. William Bailey, on leave from Carver Junior High School, where he served as Registrar.

Mr. Bailey has provided constant assistance and services to teachers, students, school administrators, and employment office officials. He has devoted particular attention to constant contacts with community, church and social organizations, and to providing financial, legal, and physical assistance to discouraged or troubled students. Many of his activities extend far beyond those expected of a school advisor or coordinator. His desire to make the pilot program a success is evident.

The following pages briefly describe the typical problems that occupy the efforts of Mr. Bailey:

Work Load Distribution

Student welfare demands a major portion of the advisor's time. This time, in the main, has been spent in solving the following types of problems:

a) Financial	48%
b) Medico-Dental	21%
c) Domestic Relations	24%
d) Teacher-Student Relations	4%
e) Legal Affairs	2%
f) Other	1%

Fund Raising

It seemed reasonable to expect the community served by the project would lend a hand to our needy students, and an organized campaign of solicitations to the following groups proved fruitful:

1. Baptist Ministers Conference
2. Golden State Mutual Insurance Company
3. Julian Ross Medical Group
4. National Association for the Advancement of Colored People
5. Los Angeles Urban League

We are most grateful to the community for its help, but the original concept of the services to be provided by the special consultant, Mr. Bailey, did not envision that he would become so involved in fund raising. Efforts in this area could be minimized by more careful referral and screening of students by the Department of Employment or by including provisions for financial assistance to all MDTA students. (Present regulations provide allowances only for unemployed heads of households or unmarried youth 19-21 years of age.)

EXAMPLES OF INTERESTING CASE HISTORIES

The percentage of time distribution gives a picture of how the work-week of the advisor is spent, but does not adequately describe the variety of problems involving students. To demonstrate this variety, a few select case summaries follow:

Case (A) Male
18 years of age
Machine Operator

Second week of program—called to clear reason for absence. Informed by grandparent that boy incarcerated.

Follow through found that student had been arrested with several others on grand-theft auto. Counseled with probation officer, arresting officer and legal friend. Truth revealed that student (A) did not steal car, but became a knowing passenger later.

A relatively light sentence was issued because of our efforts, but even this period of incarceration would cause too great a loss of class time. Student dropped from class.

Case (B) Female
24 years of age
4 children
Clerical Occupations

Student and four children living with mother -- receiving $96 per month for Aid to Needy Children. Husband not making support payments of $50 per month.

Action taken by advisor, Mr. Bailey. Obtained affidavit from husband on non-payment. Arranged move of student and children to their own apartment and obtained additional financial assistance. Student now is receiving $216 per month. Still needs help, but situation is much improved.

Case (C) Male
26 years of age
One child
Machine Operator

Student living alone. Called to say that he was being evicted. Visit to apartment manager stopped eviction. Student loaned $40 for two-weeks period.

Later contacted apartment owner. Learned that manager was charging $3 per week more than owner intended. Money refunded to student; manager admonished and advised. Situation improved.

Case (D) Male
34 years of age
Married
Machine Operator

Student complained of rash on body, listlessness and general discomfort -- no money for medical examination. Advisor secured medical examination which disclosed communicable disease. Student referred to clinic and immediate treatment began.

Due to chance of contagion, advisor arranged for examination and treatment (if necessary) of instructors and entire class. No contagion found among other class members or instructors. Student's recovery quite satisfactory.

Case (E) Male
36 years of age
Machine Operator

Student with high political interest attempted to take over the microphone on the speaker's platform during a Wrigley Field Equal Opportunities mass meeting.

Student was secured and arrested. Bail was arranged from donations within class and student released two days later.

Great effort was employed to kill stories of half truths and false statements to keep the name of the Los Angeles Board of Education from becoming involved. Community newspapers were quite sympathetic and cooperative in this matter.

Student has since dropped from the program, because of friction between classwork and exaggerated political interests.

PUBLIC AND COMMUNITY RELATIONS

Program Visitation

This MDTA Pilot Project is the first of its kind in the Nation. As such, it has attracted widespread attention.

The following conferences and tours of the programs have been conducted by Mr. Bailey:

Miss Judith Greifer	NATIONAL COMMITTEE ON EMPLOYMENT OF YOUTH New York, New York
Mrs. Mary S. Resh	Special Assistant to the Director OFFICE OF MANPOWER, AUTOMATION & TRAINING U. S. Department of Labor Washington, D. C.
Mr. Harold M. F. Ruth	Assistant to the Corporate Secretary THIOKOL CHEMICAL CORPORATION Bristol, Pennsylvania
Mr. George Seros	Consultant in Public Relations PRESIDENT'S COMMITTEE ON EQUAL OPPORTUNITIES
Mr. Lester Velie	Special Assignments Reporter READERS DIGEST
Mr. Hobart Taylor	Executive Vice-Chairman PRESIDENT'S COMMITTEE ON EQUAL OPPORTUNITIES
The Honorable Lyndon B. Johnson	President of the United States

All visitors were quite impressed with the project and were grateful for the role the Los Angeles Board of Education has played in making it possible.

Special Assistance

Community agencies form one-fourth of the project team, and Mr. Murray Lewis, Personnel Relations, Jewish Welfare Agency and Mr. Wesley Brazier, Los Angeles Urban League, have remained faithful, strong supporters of this program.

Mr. Lewis rescued thirty students in the early days of the project by providing a loan of $1,000 for student transportation. This money was issued by checks at the rate of $5 a week per student.

Guest Speaker Requests

In addition to the normal appearances before the Urban League and Department of Employment, the Project Advisor has appeared as special guest speaker before the following groups:

Baptist Ministers Conference, Rev. Henson, President
Hollywood Democratic Club
Golden State Mutual Insurance Company
Avalon Community Center
Los Angeles Police Department Wives
28th Street Y.M.C.A. Board of Managers
Los Angeles Urban League
Julian Ross Medical Group
National Association for the Advancement of Colored People
United Christian Church
National Conference of Negro Women

Problem Areas

The formula used in this special MDTA program is one practical solution to the very real problem of retraining. Selective recruiting, competent testing, intensive instruction, cooperatively planned curricula, and promises from established industries waiting to hire the graduates, provide substantial guarantee for success. This formula involves people -- and where we have people we will have problems.

Drop Out

The Department of Employment is doing a fine job in securing and referring good students to the program, but in spite of their effort, thirty per cent of the students sent to us do not finish with certificates of recommendation. Department of Employment and schools must redouble their efforts to find better methods for selection and retention of students.

Allowances

In the future, only students who are eligible for allowances or who can support themselves through the duration of the course should be referred for training.

This will drastically reduce the work of the consultant who spends at least one-third of his time in securing part-time employment or funds to provide students with transportation. (The greatest number of drop-out was caused by lack of funds to continue.)

Program Length

The length of the program seems to have a direct bearing on attendance habits and the drop-out rate. The longer the course -- the more problems in these areas. This fact is to be expected to a degree, but we have experienced an alarming comparison with our longer classes.

In the future we hope to give increasing thought to short-term courses wherever possible.

Class Organization

All materials and orders for classes should be processed and in local school storage before any class begins. As a result of delayed delivery of essential training material, the training time of the Electronic Assembly class had to be extended two weeks and the Clerical Occupations class to three additional weeks. Sufficient lead-time should be a prerequisite for any future training proposals.

Teaching Personnel

A special effort must be made to secure teachers who, in addition to having a strong academic or skill background, also possess a special affinity for the type of young adult served by this project.

CONCLUSIONS

Adjustment Needed

The young adults enrolled in our project come to us with many problems which might contribute to absenteeism. If we are sincere about preparing these students we must accept them with their problems and adjust our methods to meet them half way and still bring them along in their preparation for a new career. Toward this end, we may have to readjust our guidelines while maintaining our standards.

After we have graduated one of each of our classes, we will be in a better position to evaluate our extremely tolerant attitude which we hoped would save as many students as possible. We must solve numerous problems -- especially in regards to attendance, punctuality, and class attitude.

MILWAUKEE PUBLIC SCHOOLS
ORIENTATION FOR IN-MIGRANT AND TRANSIENT CHILDREN

Promising Practice: The assignment of a full-time school social worker, and a school psychologist devoting 80 percent of his time to the program, provides information which enables the classroom teacher to work more effectively with the culturally deprived child.

- Greater expediency in processing teacher referrals is possible.
- Greater flexibility is afforded within the specialists' schedules, permitting visitations and testing in line with the most pressing problems.
- Pre-determined case load identification permits the social worker to visit the homes of all the children assigned to the orientation centers routinely, as well as in response to special referrals. (A total of 1860 referrals, involving 527 children, were made during the three project years.)
- Immediate investigation of family conditions and the home environment of pupils newly assigned to the orientation centers is made by the social worker and discussed with the classroom teacher.
- Continuous assistance in mutually interpreting the contributing social, emotional, and educational factors influencing each child's progress is provided by the scheduled weekly consultations between the teachers and these specialists.

In considering the substantiating information pertaining to these promising practices, please remember that the Milwaukee Project of Orientation Classes for In-migrant and Transient Children was not originally designed as a statistical research study, and, consequently, evaluation has been dependent upon a professional interpretation of the supportive data available.

Promising Practice: Special placement in small classes taught by selected teachers, receiving intensive assistance from instructional supervisors and utilizing small group and individual special help techniques, has a positive over-all effect on culturally deprived children.

- Continuous psychological study and consultation on the progress of children throughout their project experience reveals that the rate of intellectual growth was accelerated.
  - During the three years of the project, 27 of the children initially studied were re-examined with the Wechsler Scale. In 25 instances, the IQ score increased; in one case there was no change; and in another case the IQ score decreased. The score that decreased was that of an emotionally disturbed child. Of the 25 increases, 21 exceeded the standard error of measurement of the test. The median score for the first evaluation was 75, while for the second evaluation the median score was 83. The average point increase was 8.04.
- Children from the in-migrant classes made a satisfactory academic adjustment to the regular class in the majority of instances. Most children were found to be in the middle group of performance for the regular class standard. The range of achievement varied from the top achiever in the class to the lowest group in achievement, although no child was found to be the lowest in the low group. One child was placed in a special class for pupils of superior ability, and another child is awaiting further consideration for the special class for pupils of superior ability after the in-migrant class experience. More children were able to work independently than had been observed in children from similar backgrounds without in-migrant class experience.
- Behavior problems and negative attitudes are minimized if not eradicated when pupils are placed in the orientation center classes where they can succeed; this has been evidenced at both the elementary and secondary level.
  - Substantiation of this promising practice is primarily dependent upon the professional judgment of the orientation center teachers who have worked directly with children designated as problems by previous teachers. The teachers have been able to compare the behavior and attitudes of the pupils in this type of situation with the teacher evaluations and comments recorded in their cumulative folders (particularly transient pupils).

Promising Practice: The use of the short form of the Wechsler Intelligence Scale for Children (Vocabulary and Block Design sub-tests) for screening purposes reduces the time required to predict the full scale estimated IQ score.

- The correlation of .896 of the Vocabulary-Block Design Sum with the full scale score of the Wechsler Intelligence Scale for Children, for a pilot group of 130 culturally deprived children in the Milwaukee project, seems high enough to justify the use of these sub-tests as a short form for screening purposes.

-- This practice is further supported through research studies where similar correlations were obtained (Simpson and Bridges[1], .874; Wight, and Sandry[2], .91).

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[1] Simpson, W. H. and Bridges, C. C., "A Short Form of the Wechsler Intelligence Scale for Children," Journal of Clinical Psychology, 15:424, October 1959.

[2] Wight, Byron W. and Sandry, Martin, "A Short Form of the Wechsler Intelligence Scale for Children," Journal of Clinical Psychology, 18:166, April 1962.

NEW YORK CITY PUBLIC SCHOOLS

I. DEMONSTRATION GUIDANCE PROJECT

A: Need To Be Met

The aim of the project was to identify and stimulate able students whose deprivation would tend to keep their abilities from being recognized. Among the disadvantaged, even those with considerable academic potential tend to fall further and further behind in their school work. Often they do not finish high school, and relatively few go on to higher education. The basic objective of the program was, for the pupils involved, graduation from high school with an academic diploma and college admission.

B: History and Present Status

The Demonstration Guidance Project was begun in one junior high school, Jr. H.S. 43 Manhattan, located at the edge of the Harlem slum area. Ethnically, the pupils were 48% Negro, 38% Puerto Rican, and 14% "others". Of the total school population of 1400, the most able 717 were selected for the project. This group, in grades 7,8, and 9, had a median group verbal I.Q. score of 95, and was on the average a year and a half retarded in both reading and mathematics. As the pupils moved through the grades, and were graduated from junior high school, 365 of the original 717 went on to George Washington High School. Both in junior high school and in high school, the pupils were organized more or less as a "school within a school". The first group was graduated from high school in June 1960; the last group in June 1962.

C: Description

1. Cost - At the junior high school level, $100 additional per pupil per year or about 25% above regular cost; at high school level, $250 per pupil per year additional, or 50% above regular cost.
2. Individual counseling - Greatly enriched program. At junior high school level, ratio increased from 1:1400 to 1:235; high school, 1:100. Supportive services included: social worker, psychologist, consultative psychiatric services.
3. Group guidance - Once per week, with counselors as teachers. Stress on careers, career planning. Use of check lists, tests, questionnairs, career booklets, alumni speakers of same ethnic group, trips to colleges and places of employment, special assembly programs, Future Teacher clubs, career nights. General objective: raise self-image, aspiration level.
4. Cultural enrichment - trips to theatres, ballet, museums, laboratories, Shakespearean festivals, consulates, special movies and assembly programs, lists of "Places to go and Things to Do" distributed to pupils and parents.
5. Instructional services - Very small classes in math and foreign language (10-15), double period of English, individual coaching, homework rooms, special summer school remedial services in reading and math.
6. Teacher training - Emphasis on reading, test interpretation, self-image of pupils, oral work.
7. Parent education - Use of small and large group meetings; public relations campaign in community, positive approach. Objective: raise aspiration level of parents for children.

D: Evaluation and Outcomes

1. Dropouts: Of the 365 project admissions to George Washington H.S., 36 transferred or moved. Of the 329 remaining, 258 (78%) were graduated -- a record about 1/3 better than might normally have been anticipated.
2. Academic success: (Comparison group consists of pupils who entered G. Washington HS from Jr. H.S. 43 Manhattan in the three years preceding the project.)

	1957-1959 (control)	1960-1962 (experimental)
academic diplomas	43	108
no failures, all terms	14	44
average 80% or more	11	37
average 85% or more	2	15
best rank in class	51; 65; 226	1,4,6; 4; 2,4,9
higher education	47	168

Of the 108 pupils receiving academic diplomas 96 went on to some form of higher education.

Of the 150 pupils receiving general and commercial diplomas, 72 went on to some form of higher education.

3. Nature of pupils succeeding in academic work in high school - A number of different studies indicate that many of those succeeding in academic courses in high school had relatively low group verbal I.Q. scores and achievement scores. For example, of the 108 pupils who earned academic diplomas, 38 had I.Q. scores below 100,

1 year or more behind in math, and 13 were 1 year or more behind in reading. However, almost invariably the students concerned had outstanding school service and character ratings.

4. Other Evaluation: A full report, summarizing dozens of independent studies, will be issued within a few months.

II. PROGRAMS FOR DROPOUTS

A: Pre-Employment and Evening School Programs

1. Need To Be Met - For a number of years, dissatisfaction had been expressed on many fronts with the continuation school program for 16 year olds who had dropped out of school. During the fall term of 1959, Dr. James E. Allen, Jr., Commissioner of Education, established an advisory committee to provide a blueprint for several useful dropout programs.
2. History and Present Status - Three experiments were developed:
    1. Project I -- A work and study program. Pupils remain in school for full or short-time programs and secure part-time employment.
    2. Project II -- An evening school program.
    3. Project III -- A one month pre-employment course followed by job placement and follow-up on the job. At the present time the old continuation school program is being phased out and Projects II and III are being expanded to replace it. There are currently twelve Project III classes operating in seven high schools.
3. Description - The above three projects were tried out and evaluated. Project III indicates great promise in assisting early school leavers to adjust to employment. This program was intended for boys and girls who were alienated from school and whose employability was low. After finishing a one-month work preparation course, students were placed in full-time jobs where they were followed-up by the school counselor. Those who lost their jobs were required to return to school for further job placement or more schooling.
4. Evaluation and Outcomes - The findings of the evaluation showed that in school adjustment and achievement, and in the attainment of clear, realistic vocational goals, and in the attitudes of students, parents, and employers toward the school programs, the experiemental students proved to be significantly better than the controls. Of particular meaning was the success of the experimental boys and girls at work. Their unemployment rate was half that of the controls, and they were rated superior in work performance and attitude by their employers. Moreover, these youngsters, who were deemed alienated, returned to full-time school in greater numbers than did their matched control counterparts. In addition, despite the fact that they came to the program as unemployable, they were more successful at work.

B: School to Employment Program (S.T.E.P.)

1. Need To Be Met - The high rates of juvenile delinquency in 1956 lead to an attempt to motivate potential early school leavers to remain in school and to prepare those who leave before graduation for a smooth entrance into full employment. Although it has an impact on delinquency prevention, it is not a delinquency program per se, and it is not presented to the community as such. Students 15 years of age and over are selected for this program on the basis of irregular school attendance, poor performance in studies, and lack of adjustment to the school situation.
2. History and Present Status - The present program was begun as a pilot Work-Experience Program in two high schools in 1955. It was expanded in 1958, 1961, and 1962. In September 1962 it was merged with the New York State School to Employment Program and is now known as S.T.E.P. This program presently operates in 15 high schools, 1 junior high school, and 1 "600" school.
3. Description - The program combines daily afternoon work experience with a program of school subjects in the morning in classes of 20 to 56 pupils. The students meet daily with a teacher-coordinator in a double class period with a great deal of instructional emphasis on job guidance and related subjects. They are also assigned to two other subject classes in regular track. In this manner they are not separated from the mainstream of the school. The teacher-coordinator secures afternoon employment for these students. This employment is predominantly in private industry, although some of the pupils are placed in public agencies on stipend pay by the program. The teacher-coordinator holds frequent conferences with these pupils and visits places of employment, homes, social agencies, and other groups interested in the growth of the students in this program.
4. Evaluation and Outcomes - Observation of the children in the program and comparison with children in similar control groups, indicates that there are many fewer school dropouts among the students in the program, much better attendance, and significantly

better scholastic achievement. In any one year, approximately one-third of the pupils return to a full school program, one-third go to full employment, and one-third remain in the program for another year.

III. JR. HIGH SCHOOL CAREER GUIDANCE CLASSES

A: Need To Be Met

The Career Guidance Program grew out of a deep concern for the frustrated and aggressive youngsters who were marking time in school waiting for the day when they legally would be able to drop out. Academically retarded, unskilled and directionless, they represent a serious threat both to themselves and society. It was hoped that with specialized and intensive guidance and with a curriculum centered around the world of work, pupils would remain in school and set higher educational goals for themselves.

B: History and Present Status

The Career Guidance Program began in September 1958, when six classes were organized in various grades of five junior high schools. At present, there are a total of 1325 pupils (almost all boys) in 90 classes in 30 junior high schools in New York City. Generally, each school has a "unit" consisting of six classroom teachers, about 90 pupils divided into six classes, a guidance adviser and an industrial arts teacher.

C: Description and Plans

1. Selection of pupils
   a. consultation with guidance advisers, parents and teachers.
   b. 15 years of age.
   c. boys only (a few exceptions).
   d. able to speak and understand English.
   e. retarded in reading and other tool subjects.
   f. attendance in junior high school at least one year.
   g. probable dropout at age 16.
   h. Bureau of Educational Research has devised a 15-item weighted scale for identifying potential dropouts. It is hoped that the use of this scale will make more objective the selection of pupils for Career Guidance Classes.
2. Selection of Teachers - From among volunteers, on basis of experience, interest, cooperation and personality.
3. Practices
   a. Guidance - Program is guidance-oriented, and classes are limited to a maximum register of 15. Each child meets at least once a week with his counselor. Duties of counselors include individual and group guidance, testing, parent counseling, and liaison with outside agencies.
   b. Individual corrective work in 3 R's taught on a highly individualized basis. Programmed instruction for individual work is used in mathematics and in reading.
   c. Curriculum - A beginning has been made in preparing special curriculum in subject areas.
   d. Flexibility - Career Guidance units are organized as a "school within a school" and each has considerable flexibility to capitalize on special interests or strengths of teachers and pupils.
   e. Job Placement and Occupational Information - Two full-time Job Placement Supervisors help find part-time jobs for pupils in school, and full time jobs for dropouts. They also help train the guidance advisers. In industrial arts classes, knowledge and skills necessary for simple vocations are stressed.
   f. High Schools - Pupils are encouraged to continue their schooling.
4. Plans For the Future - A planning grant from the National Mental Health Board is being used to prepare plans, particularly in the area of curriculum growth, guidance, teacher training and methods of evaluation.

D: Evaluation and Outcomes

The testimony of school people has been extremely favorable, and as a result the program has been steadily expanded.

IV. THE JUNIOR GUIDANCE CLASSES

A: Need To Be Met

Highly concentrated, mobile, urban populations throughout the country reveal an extensive incidence of emotional and social disturbance among elementary school children. In 1958 during a brief period twelve hundred pupils in the New York City schools were suspended. This was an emergency measure designed to relieve the schools of their most disruptive youngsters. A major part of the suspended group could have been identified as seriously maladjusted from one to eight years sooner. The suspended population were representative of a chronically disruptive segment encountered in any large urban school system. However, disturbed children who are not socially pathological are equally deserving of rehabilitative consideration. The extensiveness of emotional and social disturbance among elementary school children is conservatively estimated at 10-20%. For the New York City schools this would mean more than 100,000 children in need of special consideration. There is weighty evidence that there is a chronic lack of specialists from the behavioral disciplines. Therefore, there is an urgent need to explore new resources not only as an alternative to existing insufficiency but also as new resources in their own right.

B: History and Present Status

The Elementary School Division initiated ABCD classes for the socially maladjusted in 1936. In 1958 there were 47 such classes with 634 children. There was no central planning with respect to curriculum, intake, balancing of classes, training personnel, work with parents etc. A pilot guidance class track was undertaken from 1950-1956 in one elementary school. This was a cooperative effort between the Bureau of Child Guidance and the Elementary School Division. Here careful consideration was given to more than twenty different components that enter the structure of such classes. Additionally New York City has a wide array of related services for these children-Higher Horizons, Early Identification, All Day Neighborhood Schools, Bureau of Child Guidance and the Bureau of Educational Guidance, etc. However, there was still a tremendous number of young people who were anti-social or self-destructive whose needs were unmet at a cost to themselves and to their better functioning schoolmates. In September 1960, 92 Junior Guidance Classes were organized in 42 schools with 1,350 children under the new program. An educational counselor and a clinical psychologist jointly coordinate the program. For the 1963-1964 school year, there are 1,800 (approx.) children in 62 schools with 217 teachers, 9 curriculum resource teachers and 11 counselors and some fragmented involvement of the clinicians from the Bureau of Child Guidance. The goals are:

1. To develop effective procedures which will identify emotionally and socially disturbed children in the earliest grades.
2. To provide a resource for disruptive children who are damaging the normal functioning of regular classes.
3. To prevent the development of serious maladjustment by helping disturbed children before their problems become deeprooted.
4. To build a coordinated program that will include teacher selection, teacher training and a carefully planned curriculum and other built-in protections for a rehabilitative program

C: Description

There are two types of Junior Guidance Classes:

1. Closed Register Junior Guidance Classes serve poorly functioning children with a wide range of personality and behavior symptoms. These classes are single grades, equally divided between boys and girls, and are balanced to include both withdrawn and aggressive children of at least average intelligence. Parental consent is required for admission. The children are chosen preponderantly from the host school but may include several from neighboring schools within walking distance. A track is initiated with two classes, one in the 2nd grade and one in the 3rd grade. Each class starts with fifteen children carefully screened from the entire population of the previous grade. Efforts are made to minimize the mobility of the Junior Guidance pupils. Unless registers fall markedly, no additions are made during the year. Wherever possible children are maintained in the program for at least one year, at the end of which every child is evaluated for either continuation or alternatives. There are three teachers for the thirty children. The third or auxiliary teacher is of vital importance to the Program. Among her responsibilities are: serving as a replacement when either home teacher is absent, carrying a daily period with each class during which she develops a curriculum area that has been jointly planned by the three teachers; assisting the home teacher with individual and group work in the classroom; offering emergency assistance with unduly disturbed children who momentarily may need separation from the group acting as liaison with school faculty; assisting developing individual case histories and class logs; conferring with parents; etc.

   The plan calls for a gradual expansion with the addition of a new 2nd grade annually until all the elementary grades from the 2nd to the 6th are included, within the limitations of budgetary allowance and favorable conditions within a school.

2. Open Register Junior Guidance Classes are set up primarily to provide an emergency therapeutic resource for the very disruptive children who cannot be contained in regular classes and who require placement during the school year. They are composed of all boys within a two grade, two year span. The maximum number of children in these classes is ten. All of them are placed at the recommendation of the assistant superintendent in September, December or March. Supporting services in the form of guid-

ance counselors and clinical consultants are essential for minimal effective functioning.

3. Additional Functional Aspects - Basic orientation includes: weekly team meetings; the development of individual case histories; and analytical consideration of the class group process. The therapeutic quality of the program depends in large measure on adequately trained personnel, work with parents, physical and mental examination and followup, and a complementary recreation program.

D: Evaluation and Outcomes

There have been two surveys of the Junior Guidance Classes by independent agencies. The first was carried by the Juvenile Delinquency Evaluation Project in 1960-61, the first year of the new program. The second was done by the New York State Cooperative Survey Committee in 1961-62. There is also in process a more structured research project supported by the National Institute of Mental Health. The research project is probing two dimensions: first, the reliability and validity of the unique screening-identification procedures of the Program, and second, the effectiveness of the Program when clinical resources are available. Although their report will not be available for several months, the findings already indicate the reliability of the selection process.

The Juvenile Delinquency Evaluation Project underscores the effective potential of the Program in respect to containing difficult children; improved attendance; growth academically and in general personality traits. Both reports highlight weaknesses in respect to more adequate supervisory and supporting specialized personnel.

The coordinators of the Program feel that the regular reports from the field staff - principals, teachers, counselors and clinicians - as well as their own observations underscore the following derivations of the Program.

1. Values to Children
   1. Records are available that reveal improvement in emotional and social growth, and personality traits, both at home and at school; in academic skills; and in physical gains and attendance.
   2. The interests of children in regular classes have been protected from those who often block the normal classroom program.
2. Values to Parents
   In many instances parent's attitudes and relationships have changed constructively because of the improved ability of their children to function at home and at school.
3. Values to Teachers
   Teachers and supervisors have developed more trained understanding of children in conflict and acquired more appropriate techniques in curriculum and relationships. Through conferences the Program tries to communicate mental health objectives to the faculty at large.

V. TEACHER RECRUITMENT FOR "SPECIAL SERVICE" SCHOOLS

A: Need To Be Met

For the past twenty-five years, New York City has witnessed a steady increase in the number of schools which are difficult to staff. These schools are generally located in depressed areas of the inner city, and are called "special service" schools. A survey of The Public Education Association in 1955 indicated clearly that in special service schools there were more substitutes and fewer tenure teachers than in other schools. Another survey in 1957 showed that, in special service elementary schools, 76% of the teachers were regularly licensed, while the proportion in other elementary schools was 93%.

B: History and Present Status

The success of any program of teacher recruitment is in large measure dependent upon such factors as salary, working conditions, and total services available to the school. Extensive improvements in these areas have been made in New York City within the past ten years, and have undoubtedly helped the recruitment program. For example, in 1957 the concept of special services for schools with special needs was fully accepted. As a result, our "special service" schools today have approximately 20% more services than other schools.

However, there are other important factors involved in the success of our recruitment program which are much less expensive, or which require only administrative changes. These are explained below.

C: Description

1. Teacher Assignment
   a. The "Index" - In the elementary schools, an "index" system was instituted in 1958. Schools whose percentage of regularly appointed teachers is above the "index" do not receive any appointments at all. The application of the "index" has tended to increase the percentage of regularly appointed teachers in special

sulted in a greater percentage of regularly appointed teachers in special service schools.

b. Supervisory Licenses - Between 1959 and 1963, applicants for positions as assistant-to-principal were required to have two years of teaching experience in a special service school.

c. Practices of Division of Personnel - Formerly, substitute teachers were permitted to select the schools in which they wished to teach. The central assignment of substitute teachers was begun in 1960, and procedures for such placement have been strengthened and improved.

Formerly, appointments of regular teachers were made in June for the following school year. At the present time, successful candidates are guaranteed positions early in the spring.

2. Assignment of Student Teachers
The majority of elementary and junior high school student teachers are assigned to receive at least half their training in special service schools. Plans for such assignment were worked out in conjunction with college authorities. Formerly, student teachers were given greater latitude in selection of schools.

3. Practices of Board of Examiners
Their procedures for examination have been streamlined. Tests have been simplified, and shortened, and the time for completion cut tremendously. There is now a system of continuous filing for substitute examinations, which are also held during summer months.

4. Cooperation with Local Teacher Training Institutes
A large number of projects designed to increase the supply of teachers for special service shools have been developed with the local teacher training institutions. Every major institution in the city is included. Among these projects are the following:

a. Demonstration Research Centers - These are maintained, in cooperation with units of the City University in five schools with special educational problems. The major purpose is to familiarize students with special problems of instruction for educationally disadvantaged children.

b. Bridge Project - This project (Building Resources of Instruction for Disadvantaged Groups in Education) is being conducted in five special service junior high schools, in cooperation with Queens College. Its purpose is to improve the preparations of prospective teachers.

c. Hunter College Project - Selected students of Hunter College are able to volunteer for student teacher assignments to three special service junior high schools, where they receive special help from administration and college instructors. To date, 60 pupils have volunteered, and 80% have remained to teach in the schools in which they were placed.

d. Project Beacon - Three lower Manhattan schools are utilized by Yeshiva University for "Project Beacon," which aims at raising the sights of school children in disadvantaged areas.

e. The Teaching Corps - This is a pilot project of Teachers College for the preparation of teachers for culturally disadvantaged areas.

5. Improvement of Recruitment Services - The Office of Recruitment Services has been expanded and strengthened with the appointment of an assistant superintendent. The stepped-up campaign has included: attractively-illustrated, widely-distributed brochures; organization of Future Teacher Clubs in secondary schools, increased programs of interviews, conferences, and meetings with prospective teachers, improved coordination with teacher training institutions; more vigorous recruitment, including out-of-city visits and out-of-town examination centers.

D: Evaluation and Outcomes

1. In September 1963, of 1670 appointments to elementary schools, 1305 were to special service schools. Of these 1305, 615 teachers (almost 50%!) were appointed to the special service schools at their own request.
(NOTE: In N.Y. City, 213 elementary schools are special service, of a total of 577.)
2. In September 1963, for the first time in many years, the school system opened with a teacher for every class. All teachers are college graduates and have met at least minimum certification requirements.
3. In both elementary and junior high schools, there are considerably more regularly appointed teachers per thousand pupils in special service schools than in other schools.

PHILADELPHIA PUBLIC SCHOOLS
GREAT CITIES SCHOOL IMPROVEMENT PROGRAM
SCHOOL-COMMUNITY CO-ORDINATING TEAM
IN-SERVICE EDUCATION

In service education of teachers is recognized universally as one of the most important supports to a vital, functioning educational program. However, the problem often faced by the individual school administrator, school superintendent, and school system as a whole is how best to provide this most necessary support. In the Philadelphia Great Cities School Improvement Program, the answer to the "how" question has been found in a released time program of in-service education during the normal school day.

Program Description - Released Time In-Service Education

One morning a week the teachers of particular project schools attend grade group in-service sessions in their own school on a regularly scheduled basis. Each grade group meets with either one of the two Language Arts Consultants or the Arithmetic Consultant for an instructional period ranging from a half hour to forty-five minutes in duration. During this time, the teachers receive a graduate course in instructional theory and practice designed and developed specifically for teaching the culturally disadvantaged child. In addition, the consultants directing the in-service program develop, teach and demonstrate particular instructional materials and programs to be used in the classroom. For each hour of theory, at least an hour of demonstration and-or practice are programmed.

In-Service Concurrent Partner - A Literature Program For Children

The in-service education program described has an integral and interesting concurrent partner. While the teachers are attending their in-service session, the children of the grade group attend a carefully structured literature program built around story-telling, augmented by the use of excellent literature films and film-strips. In an auditorium-type situation, the children hear and see the finest in children's literature of the past and present. This instructional program is supervised by the school's Language Arts Teacher, a staff member released from classroom assignment to serve as a specialist and staff resource person for the Language Arts.

In-Service Workshop Meetings

Although the major portion of the in-service education program is implemented through the procedure described, the in-service program is also implemented by the use of extended faculty meetings and semi-annual workshop sessions. At these workshop sessions, the faculties of two schools combine to prepare and make teaching devices and instructional aids for their class programs. To date, the workshop sessions have been in the area of the Language Arts. Two publications, Independent Reading Activities and Suggested Procedures and Stimulants for Written Expression, have resulted from two of the workshop sessions.

An Administrator's Evaluation Of The In-Service Program

The judgment of the administrator quoted in the following statement is echoed by all of the school administrators of the Project. The school principal stated, "If I had to choose the one, single facet of the Great Cities Project I would wish to be retained and continued without modification, it would be the released time program of in-service education. Never before have I seen such a direct and dynamic impact of a single factor on the improvement of the quality of instruction given our children."

Some Teacher Evaluation Of The In-Service Program

The following statements are direct quotes of teachers of varying experience.

> "The in-service program is really the heart of the Great Cities School Improvement Program in our school." ... Faculty Consensus
>
> "The in-service program has helped me because the techniques are so practical and realistic." ... Experienced teacher of 28 years teaching
>
> "This in-service is wonderful. You get such a feeling of confidence that you know where to begin and how to go about it (teaching)." ... A newly appointed teacher, three months experience

Conclusion

The released time program of in-service education reaches all teachers, both experienced and inexperienced. The response to the in-service help has been a renewed enthusiasm for teaching and a real sense of security and confidence in their teaching program on the part of all who have participated.

THE SCHOOL-COMMUNITY CO-ORDINATOR

The Great Cities School Improvement Project in Philadelphia was based on the assumption that change could be made in the achievement, aspiration, and adjustment patterns which children tend to follow in the grey areas of our urban centers. Knowing that attitudes and practices prevailing in the home directly affect motivation and achievement patterns in school, it was decided to seek for each school, a person who could act as liaison between home and school.

A Description Of The School-Community Co-Ordinator

Lay people were chosen from among the adults in the community, preferably parents of children in the project schools, to serve as school-community liaison agents. Lacking professional training in social work, they were chosen because:

- They had already demonstrated leadership in the community or Parent-Teacher Association and could communicate effectively with others.
- They could identify closely with their communities.
- They were eager to dedicate themselves to the goals of the project.

The co-ordinators work under the direction of the principals.

Responsibilities Of The Co-Ordinator

The responsibilities of the co-ordinator include:

- Acting as liaison between home and school (interpreting school to home and home to school).
- Becoming familiar with the goals and philosophy of the project and the ways in which the school is attempting to implement these goals.
- Meeting and planning with parent groups, under the guidance of the principal, in order to inform them of the above mentioned goals and to help organize parents for constructive action.
- Working directly with individual parents in their homes.
- Enlisting and encouraging the participation of parents in school activities and helping to develop leadership in the community.
- Referring parents with particular problems to proper school personnel-counselor, nurse, principal, or assistant to the principal.
- Becoming familiar with the work and programs of: community organizations, rehabilitation centers, church groups, social agencies, and youth services in the community, and with the guidance of the counselor, helping to refer parents to proper agencies.
- Bringing to the attention of the principal, counselor, nurse or teacher, children and families with unusual abilities and problems.
- Assisting new families to become acquainted with the community and the school, and orienting them to the goals of the project.
- Helping to organize parent activities which would lead to cultural enrichment for the children and/or the adults of the community.
- Building a resource file of parent talents which might be utilized in school or community enrichment programs.
- Helping to interpret the community to the school staff.
- Helping to strengthen and further develop existing Home and School Associations.

Community Gains

Through the constructive efforts of the community co-ordinators, the following gains in school-community relationships have been noted:

- Strengthening of Home and School Associations with a greater "turn-out" at meetings and more participation in planning and carrying out school-community programs.
- Development of discussion groups within the schools.
- Participation by parents in the after-school programs. Especially noteworthy are the parent-manned homework centers in homes, schools, and churches.
- Greater use of kindergarten facilities.
- Improved use of counseling services and nursing services.
- Improved attitudes by both children and parents toward school.
- Greater understanding in the community of the school's program.
- Development of an evening adult community school in one of the elementary schools of the project.
- Improved attitudes toward correction of physical defects and a vastly greater number of corrections.

- Participation in community health councils.
- Greater and more efficient use of community services by both children and adults.
- Development of a community civic association concerned with improving the community.
- Assignment of a Community Housing Inspector at the request of the Civic Association. This has led to much improvement in the correction of violations of the city housing code.
- Better integration of various community groups for common goals such as school programs, housing and the like.
- Establishment of better communications with the community through improved use of the local press.
- Closer articulation between school and parents.

Conclusion

In several of the communities active civic groups had been organized for many years prior to the project and the co-ordinators helped to carry on and strengthen their wonderful work. However, in communities where no civic association or community council had ever existed, the co-ordinators were definitely responsible for sparking the development of such organizations.

In project schools where a majority of the children are from Spanish-speaking homes, an extra co-ordinator is employed who in addition to the responsibilities mentioned also serves as an interpreter.

Philadelphia has been the first of the great cities to experiment with the use of lay people from the community in the role of School-Community Co-ordinators. Results indicated above lead us to believe that this is an experiment that holds great promise for the future.

THE LANGUAGE ARTS TEACHER

The position of the Language Arts Teacher was created in an attempt to more effectively meet the needs of the child who comes to school lacking the experiental supports and the development of communication skills necessary to successful school achievement. In trying to meet these needs the Language Arts Teacher engages in many and varied activities.

A Program for the Potentially Academic

The Language Arts Teacher provides an enrichment program for an ungraded group of intermediate children who are considered potentially academically talented. These children are chosen by hearing capacity and teacher judgment rather than by I.Q. They meet with the Language Arts Teacher three or four afternoons a week for a program which includes:

An intensive functional and creative writing program.
A highly structured literature program.
A wide-range recreational reading program.
A comprehensive program in grammar and usage.
A program of advanced study skills.

As a result of this program we have seen youngsters grow from book four to book eight in two years. We have been seemingly average, grade level readers turn into pupils who could read a book eight in sixth grade, who have become superior readers by any standard of measurement.

When they first came to the enrichment group the children showed gross deficits in writing skills. Last year a half dozen of the enrichment group children won awards in a local poetry contest. All groups contributed beautiful, original selections to a volume of poetry which was presented as a farewell gift to the district superintendent. This year a junior high school teacher in our project, who was fortunate enough to be assigned a class full of graduates from our elementary enrichment groups, has stated that for the first time in his teaching career he has a class that "really can write!"

Our enrichment children have all been placed in top track, academic sections upon reaching junior high school. Thus, this experiment holds promise of evolving, in schools where such children were previously lost, a group of truly potentially academically talented youngsters.

A Program for "Late Bloomers" - Primary Level

The Language Arts Teacher plans and carries through a program designed to help, in a small group situation, young children who have spent at least one year in school and who have not yet begun to read or write. This program includes:

Intensive work in listening and speaking.
Intensive work in auditory and visual discrimination.
Intensive work in reading readiness.

Intensive work in beginning reading and writing.

We have seen as many as three such groups in a year returned to, and able to function in, a reading group in their own classes.

A Literature Program for All

The Language Arts Teacher also plans, with the aid of the Language Arts Consultants, a highly structured literature program. Based on the theory that all children, regardless of reading ability should be familiar with the best of the old and new in children's literature, the Language Arts Teacher plans programs of storytelling and viewing. The stories range from the simple repetitive and cumulative tale for the youngest to the wonderful ageless myths and legends of the world for the oldest. She carries on this program, providing a worthwhile learning situation, while the teachers go to the Language Arts or Arithmetic Consultants for in-service training. Proof of the success of this program with the children can be deduced from the fact that as many as eight classes at a time have been handled this way (with the help of just one additional teacher) without ever having a disciplinary situation arise. When the Language Arts Teacher appears in the yard the children gather round, pied piper fashion, and bombard her with questions about the next week's story.

A Program of Classroom Demonstrations

The Language Arts Teacher helps in furthering the in-service training program by demonstrating in classrooms. She demonstrates both specific types of language arts lessons at teacher request and also demonstrates in the classrooms of inexperienced teachers, over long periods of time, at the request of the principal. Many a failing teacher has been salvaged and weak teacher strengthened by the in-the-classroom help of the Language Arts Teacher.

A Highly Structured Reading Program

This special teacher has also been the most influential factor in helping to organize and carry through a highly structured reading program in our project schools. This program includes testing every child in the school through use of the group I.R.I.*, grouping the children in the classes for reading instruction and distributing materials to each teacher to meet the needs of the class. The materials distributed include: basic books for the teaching of developmental reading, supplementary books, skill text materials, and literature and library books. The Language Arts Teacher, with the help of the Reading Adjustment Teacher, has organized a central book system so that each teacher can be supplied with books to fit the needs of his class. The Language Arts Teacher has also organized kits of library books, which are sent to the classrooms and periodically changed. These books go home with the children so that the room of the language teacher, called the language arts center, is in effect the hub of an active circulating library. The Language Arts Teacher, herself, receives ongoing inservice training during the summer and periodically through the year, to help make her expert in her field. As a result of this training she has become extremely knowledgeable about materials and books in the communication skills areas. This training has helped the Language Arts Teacher to render valuable assistance to the principal at ordering time. As a result of the concentrated program in reading, sparked by the Language Arts Teacher, reading levels have gone up* and a definite interest in books has been created. Children in the project area are proud to carry home books that they can read.

Conclusion

The Language Arts Teacher has now become so expert in the area of the communication skills that, should consultant service, of necessity, be withdrawn, the language arts program in each school could be continued. This highly trained teacher, with periodic directions, by making some modifications in her present program, could carry on the in-service training of the teachers in her school. The Language Arts Consultants feel that this particular facet of the program has proven so effective that should a decision, for austerity reasons, have to be made to retain just one extra service in each school - this is one service which seems most promising and should be retained.

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*- Informal Reading Inventory

* Our sixth graders did a half year better than a group of matched control schools on the California Test last June.

PITTSBURGH PUBLIC SCHOOLS
TEAM TEACHING PROJECT
"MORE ABLE PUPILS"

During the year 1962-1963 an effort was made to further identify and design a program for the more able children of the Team Teaching Project. Only five schools in the Hill District were completely involved because of restrictions in the use of the psychologist. Initial screening took place in the 1961-1962 school year. A working nucleus of children was uncovered, and in the year 1962-63 progress and experience records were kept by the assistant to the director of the project in an effort to observe the growth of individuals and the group as a whole. The psychologist has continued to identify children who might be classified as more able.

Referrals for testing were made by teachers on the basis of group test scores; classroom performance: and traits of inquiry, judgment, creativity, etc. There was no cut-off score. An effort has been made to find the most potentially able children in each building even though scores were not always in the superior or gifted range. Over-achievers will be watched and probably retested in an effort to determine whether or not cultural deprivation or emotional factors produced a spuriously low intelligence score. Underachievers will also be studied to determine the underlying factors and offer remediation. The Binet or the Wechsler Intelligence Scale for Children has been administered to 165 children. Scores range from 104 to 143. Eighty-six children scored an IQ of 116 or above.

All children were given special opportunities for broader and deeper experiences within the team schedule. Also cross graded groups of children were scheduled in each building. In most instances there was a primary group and an intermediate group that met weekly with a team leader to pursue an interest, to receive depth of experience, or to have remedial treatment in accord with the child's expectancy. An effort was made to have these children participate in cultural activities provided by groups outside the school. Several underachieving children were staffed by the Mental Health Team and found to be in need of supportive help. Social work interns from the University of Pittsburgh worked with a small case load of third graders who were able but underachieving.

Aside from excursions, a few noteworthy activities were as follows:

. eight sessions in a science group with a university professor and a student teacher from the same university
. special privilege on library books
. newspaper, science, art, music clubs
. contests, exhibits, competitions
. summer school for gifted
. summer school at planetarium (scholarships through project efforts)
. programmed learning -- S.R.A., English 2600
. recording for radio
. introduction to new mathematics
. hobbies and hobby talks
. discussion groups
. role playing

Metropolitan test scores were examined in May of 1963. The following charts indicate these children in relation to grade level and to their individual expectancy.

Charts I through V show Metropolitan test scores for individual schools and the rank of children in the study group according to grade placement.

Chart VI is a composite of the five schools involved.

Chart VII is a composite of all children identified indicating the number of months these children scored above or below their individual expectancy. Data was taken from the Metropolitan Tests administered in May of 1963. The median score is circled

It is evident that most of those children are performing well, that arithmetic is the weaker area, and that isolates at both extremes of the range require more scrutiny. A follow-up on these children will continue every six months. Children who have entered the Jr. High Schools will be followed next year. Groups will be organized in the remaining three elementary schools on the basis of tests administered by the area psychologist.

School A .

Chart I

METRC POLITAN ACHIEVEMENT TEST
top score - Reading
bottom score - Arithmetic

	11.0+	10.0+	9.0+	8.0+	7.0+	6.0+	5.0+	4.0+	3.0+	2.0+	1.0+
Entering Grade											
2										3	4 1
3									3 2	1 2	
4								1	3 2		
5					2	1	1				
6					1	1 1	1				
7	1	2	1 1	1	1 1	1 1					
8	1		1 1	1							

Above grade level		Below grade level	
Rdg.	+54%	Rdg.	-46%
Arith.	+63%	Arith.	-27%

School B

School B

METROPOLITAN ACHIEVEMENT TEST

top score = Reading
bottom score - Arithmetic

Chart II

Entering Grade	11.0+	10.0+	9.0+	8.0+	7.0+	6.0+	5.0+	4.0+	3.0+	2.0+	1.0+
2										2 1	 1
3								2	2 2	 2	
4							4	3 6	2 3		
5					3 1	3 4	1 2				
6		2		1	1 5	1					
7	1	 1	1 1	1 3	4 2						
8											

Above grade level
Rdg. +94%
Arith. +82%

Below grade level
Rdg. -06%
Arith. -18%

School C

METROPOLITAN ACHIEVEMENT TEST
top score - Reading
bottom score- Arithmetic

Chart III

	11.0+	10.0+	9.0+	8.0+	7.0+	6.0+	5.0+	4.0+	3.0+	2.0+	1.0+
Entering Grade											
2									1 2	3 2	
3								4	3 5	2	
4							3	4 7	2 2		
5						2 1	2 7	3	1		
6				1 1	1 1	3 1		2			
7		3	3 2	1	2	1					
8											

Above grade level
Rdg. + 85%
Arith.+ 82%

Below grade level
Rdg. -15%
Arith. -18%

School D

School D

METRC POLITAN ACHIEVEMENT TEST
top score - Reading
bottom score - Arithmetic

Chart IV

	11.0/	10.0/	9.0/	8.0/	7.0/	6.0/	5.0/	4.0/	3.0/	2.0/	1.0/
Entering Grade											
2										1	
									1		
3						1	1	4			
								1	5		
4							1	4	3		
							4	2	2		
5					1	2	2				
				1		1	3				
6			1	1		1	1				
				1	1	1	1				
7		2	1	1	1						
			3	1	1						
8											

Above grade level	
Rdg.	+86%
Arith.	+90%

Below grade level	
Rdg.	-14%
Arith.	-10%

School E

METROPOLITAN ACHIEVEMENT TEST

top score - Reading
bottom score - Arithmetic

Chart V

Entering Grade	11.0+	10.0+	9.0+	8.0+	7.0+	6.0+	5.0+	4.0+	3.0+	2.0+	1.0+
2									 1	2 1	
3							2	9	1 12		
4						2	2	1 3	 2		
5			1		1 1	2 1	7 8	1 2			
6			2	1		1 2	 1	 1			
7	3		1	1 2	1 1	 2	 1				
8											

Above grade level	
Rdg.	+98%
Arith.	+78%

Below grade level	
Rdg.	-02%
Arith.	-22%

Top Score - Reading
Bottom Score - Arithmetic

Chart VI

METROPOLITAN ACHIEVEMENT TEST

	11.0+	10.0+	9.0+	8.0+	7.0+	6.0+	5.0+	4.0+	3.0+	2.0+	1.0+
Entering Grade											
2									1	8	4
									4	7	2
3						1	3	19	9	1	
								1	26	6	
4						2	10	12	10		
							4	19	11		
5			1		5	8	13	4	1		
				1	2	8	21	2			
6		2	3	4	2	7	2				
				2	8	5	2	3			
7	4	7	7	3	7	1					
	1	1	7	8	7	4	1				
8		1	1								
			1	1							

Two years +		One year +		At grade level & above		Below grade level
Rdg.	24%	Rdg.	50%	Rdg.	87%	13%
Arith.	09%	Arith.	29%	Arith.	81%	19%

Team Teaching Project
11/61

MORE ABLE PUPIL
RECORD FORM

SCHOOL.. DATE......................

PUPIL'S NAME..BIRTHDATE........................

GRADE WHEN IDENTIFIED.......................... AGE WHEN IDENTIFIED............

PSYCHOLOGIST'S EVALUATION

Date	Test	Score	Remarks:

TEACHER'S EVALUATION

Metro Date	Arch. Tests Av. Rdg.	 Av. Arith.	Remarks:

ENRICHMENT EXPERIENCES	DATE	TEACHER'S INITIALS

Chart VII

	School A		School B		School C		School D		School E	
	Rdg.	Arith.	Rdg.	Arith.	Rdg.	Arith.	Rdg.	Arith.	Rdg.	Arith.
4.3			1							
3.4									2	
3.3										
3.2									2	
3.1										
3.0									1	
2.9				1						
2.8										
2.7		1	1				1			
2.6			1		1					
2.5										
2.4	1									
2.3								1	1	
2.2						1	1			
2.1		1							1	
2.0				2					1	
1.9	1				3				1	
1.8						1	2			
1.7			2		2					
1.6										
1.5	1	1	1		1		2	1		
1.4	1		1		1			1		
1.3		1	1	1					2	
1.2			3			1		1	1	
1.1		1	1	1	1	2		1	2	1
1.0			1	1	1		2	1		
.9			3	2	1	1			1	
.8	1	1	②	2	1		2			1
.7			1	1	2			1	3	1
.6	1		1	2		1		2	③	2
.5	1			1	1	2	1	1	4	2
.4		1	1	1	2		④	2	2	1
.3	1	1			②	1		1	1	
.2			1	1	1	2	4	2	3	1
.1	2	1	1	②	3	3	1	②	4	
.0		②	1	1	1	3		1		2
.1		3	2	2	5	②	1	1		2
.2	①	2	1	1		2	1		2	2
.3	2		2	2	1	1		1	1	2
.4	2	3		1	1	3		3		4
.5	1				2	2	1	1	1	
.6	2	1	3	2	1	2	2	2		④
.7				1		1	2			4
.8	1			2	2	1	1		1	2
.9			1	3		3		1		3
1.0	1				1	1				1
1.1		1						1	1	
1.2	1		1							
1.3						1				1
1.4				1		1		1		1
1.5		1			1		1			1
1.6										1
1.7	1									1
1.8										
1.9										
2.0										
2.1						1				
2.2										
2.6					1					1

"EXTRACT FOR EVALUATION"

In order to obtain reactions to team teaching from a variety of professional points of view, key individuals of the Project were requested to complete a questionnaire. All elementary and secondary principals, vice principals, assistant principals, supervisors, counselors, and team leaders who were a part of the Project during the school year 1962-1963 responded. Five questions which are of general interest and the responses to them have been abstracted from the questionnaire.

Instruction

Question #1 deals with instruction. All categories of personnel thought that instruction had been improved since the introduction of team teaching. Forty-eight per cent thought it was "better." Fifty-two percent rated it as "much better." The elementary team leaders who had been with the Project for the longest period of time -- 3 years -- comprised the group which was most convinced that instruction had been significantly improved. Seventy-two per cent of these team leaders judged it to be "much better."

Learning

A moderate disparity existed between ratings in regard to instruction and those relating to learning. There was some indication that the improvement of instruction exceeded that of learning. Ninety-four per cent of those who replied to question 11 believed that student learning had been greater with a team approach than it would have been with a conventional classroom organization. Of those who thought that pupil learning had been greater, twenty-eight per cent believed that pupils had learned "much more." In the ratings by elementary team leaders, there was a clear relationship between length of service in the Project and the extent to which they believed pupils were learning more. One hundred per cent of the team leaders in this category were of the opinion that pupil learning had been increased.

Staff Aspirations

Eighty per cent of the replies to question #15 indicated that staff aspirations had been raised. Of those who said that staff aspirations had been raised, the responses to question #16 show that most (71%) were interested in improvement of performance in their present assignment rather than in promotion. This was especially true of team leaders of whom eighty-two per cent aspired to improvement in their present positions only.

Enthusiasm for Work

Eighty-seven per sent of the responses to question #17 were indicative of increased enthusiasm for teaching. There was a substantial relationship between the length of time elementary team leaders had been in the Project and increased job satisfaction.

Question 1: DO YOU THINK THAT TEAM TEACHING HAS

Question 1: DO YOU THINK THAT TEAM TEACHING HAS HELPED TO MAKE INSTRUCTION.........

	Years in Project	Number in Category	Much Worse No.	Much Worse %	Worse No.	Worse %	No Different No.	No Different %	Better No.	Better %	Much Better No.	Much Better %
TEAM LEADERS												
Elementary	1	5							1	25	3	75
Elementary	2	13							7	54	6	46
Elementary	3	13							3	23	10	77
Total Elementary		31							11	37%	19	63%
Secondary	1	7							5	71	2	29
Secondary	2	1							1			
Total Secondary		8							6	75%	2	25%
TOTAL ELEMENTARY & SECONDARY		39							17	45%	21	55%
NON-CLASSROOM PERSONNEL*												
Elementary	1	2							2			
Elementary	2	5							2	40	3	60
Elementary	3	8							4	50	4	50
Total Elementary		15							8	53%	7	47%
Secondary	1	7							5	71	2	29
Secondary	2	6							2	33	4	67
Total Secondary		13							7	54%	6	46%
TOTAL ELEMENTARY & SECONDARY		28							15	54%	13	46%
TOTAL		67							32	48%	34	52%

*includes:
- 8 elementary principals
- 2 secondary principals
- 2 vice principals
- 3 assistant principals
- 2 counselors
- 4 elementary supervisors
- 7 secondary supervisors

Question 11: DO YOU THINK THAT WITH A TEAM TEACHING A PROGRAM AS COMPARED WITH A CONVENTIONAL CLASSROOM ORGANIZATION, STUDENTS GENERALLY LEARN....

	Years in Project	Number in Category	Much Less No.	Much Less %	Less No.	Less %	The Same No.	The Same %	More No.	More %	Much More No.	Much More %
TEAM LEADERS												
Elementary	1	5					1	20	3	60	1	20
Elementary	2	13					1	8	7	54	5	38
Elementary	3	13							5	38	8	62
Total Elementary		31					2	7%	15	48%	14	45%
Secondary	1	7							5	71	2	29
Secondary	2	1							1			
Total Secondary		8							6	75%	2	25%
TOTAL ELEMENTARY & SECONDARY		39					2	5%	21	54%	16	41%
NON-CLASSROOM PERSONNEL*												
Elementary	1	2							2			
Elementary	2	5							4	80	1	20
Elementary	3	8					1	13	5	62	2	25
Total Elementary		15					1	7%	11	73%	3	20%
Secondary	1	7					1	14	6	86		
Secondary		6							6	100		
Total Secondary		13					1	8%	12	92%		
TOTAL ELEMENTARY & SECONDARY		28					2	7%	23	82%	3	11%
T O T A L		67					4	6%	44	66%	19	28%

*includes:

8 elementary principals	2 counselors
2 secondary principals	4 elementary supervisors
2 vice principals	7 secondary supervisors
3 assistant principals	

SINCE THE INTRODUCTION OF TEAM TEACHING, YOUR

3 assistant principals

Question 15: SINCE THE INTRODUCTION OF TEAM TEACHING, YOUR PROFESSIONAL ASPIRATIONS HAVE BECOME.........

	Years in Project	Number in Category	Much Lower No.	Much Lower %	Lower No.	Lower %	No Different No.	No Different %	Higher No.	Higher %	Much Higher No.	Much Higher %
TEAM LEADERS												
Elementary	1	5					2	40	1	20	2	40
Elementary	2	13					2	16	5	42	5	42
Elementary	3	13							5	38	8	62
Total Elementary		31					4	13%	11	37%	15	50%
Secondary	1	7					1	14	3	43	3	43
Secondary	2	1							1			
Total Secondary		8					1	13%	4	50%	3	37%
TOTAL ELEMENTARY & SECONDARY		39					5	13%	15	40%	18	47%
NON-CLASSROOM PERSONNEL*												
Elementary	1	2					1		1			
Elementary	2	5					1	25	2	50	1	25
Elementary	3	8					4	50	2	25	2	25
Total Elementary		15					6	43%	5	36%	3	21%
Secondary	1	7					1	14	5	72	1	14
Secondary	2	6									3	100
Total Secondary		13					1	10%	5	50%	4	40%
TOTAL ELEMENTARY & SECONDARY		28					7	29%	10	42%	7	29%
T O T A L		67					12	20%	25	40%	25	40%

*includes:

8 elementary principals	2 counselors
2 secondary principals	4 elementary supervisors
2 vice principals	7 secondary supervisors
3 assistant principals	

Question 16: IF YOUR REPLY TO QUESTION 15 INDICATES THAT YOUR PROFESSIONAL ASPIRATIONS HAVE BEEN ELEVATED, ARE YOU PRIMARILY INTERESTED IN......

	Years in Project	Number in Category	Promotion		Improvement in Present Position	
			No.	%	No.	%
TEAM LEADERS						
Elementary	1	5	1	33	2	67
Elementary	2	13	1	10	9	90
Elementary	3	13	3	23	10	77
Total Elementary		31	5	19%	21	81%
Secondary	1	7	1	17	5	83
Secondary	2	1			1	
Total Secondary		8	1	14%	6	86%
TOTAL ELEMENTARY & SECONDARY		39	6	18%	27	82%
NON-CLASSROOM PERSONNEL*						
Elementary	1	2			1	
Elementary	2	5			2	
Elementary	3	8	3	75	1	25
Total Elementary		15	3	43%	4	57%
Secondary	1	7	4	67	2	33
Secondary	2	6	1	33	2	67
Total Secondary		13	5	56%	4	44%
TOTAL ELEMENTARY & SECONDARY		28	8	50%	8	50%
TOTAL		67	14	29%	35	71%

*includes:
8 elementary principals
2 secondary principals
2 vice principals
3 assistant principals
2 counselors
4 elementary supervisors
7 secondary supervisors

Question 17: SINCE THE INTRODUCTION OF TEAM TEACHING, YOUR ENTHUSIASM FOR YOUR WORK HAS BECOME..........

Question 17: SINCE THE INTRODUCTION OF TEAM TEACHING, YOUR ENTHUSIASM FOR YOUR WORK HAS BECOME..........

TEAM LEADERS	Years in Project	Number in Category	Much Less		Less		No Different		Greater		Much Greater	
			No.	%	No.	%	No.	%	No.	%	No.	%
Elementary	1	5			1	20	1	20	1	20	2	40
Elementary	2	13					1	8	6	46	6	46
Elementary	3	13							4	31	9	69
Total Elementary		31			1	3%	2	7%	11	35%	17	55%
Secondary	1	7					1	14	3	43	3	43
Secondary	2	1							1			
Total Secondary		8					1	13%	4	50%	3	37%
TOTAL ELEMENTARY & SECONDARY		39			1	3%	3	8%	15	38%	20	51%
NON-CLASSROOM PERSONNEL*												
Elementary	1	2							2			
Elementary	2	5					1	20	3	60	1	20
Elementary	3	8					2	25	4	50	2	25
Total Elementary		15					3	20%	9	60%	3	20%
Secondary	1	7							6	86	1	14
Secondary	2	6					2	50			2	50
Total Secondary		13					2	18%	6	55%	3	27%
TOTAL ELEMENTARY & SECONDARY		28					5	19%	15	58%	6	23%
T O T A L		67			1	1%	8	12%	30	47%	26	40%

* includes:
- 8 elementary principals
- 2 secondary principals
- 2 vice principals
- 3 assistant principals
- 2 counselors
- 4 elementary supervisors
- 7 secondary supervisors

ST. LOUIS PUBLIC SCHOOLS
DROP-OUT STUDY

In the Spring of 1960 the St. Louis Board of Education made an agreement with The Ford Foundation to undertake a study to determine whether, by providing certain special services, students who would normally be expected to drop out of school could be encouraged to remain in school. The Ford Foundation agreed to underwrite certain extra expenses incurred by the Board of Education as a result of conducting this study.

The study has been conducted as follows:

1. In September of 1960 a group of potential drop-outs were selected according to standard criteria.
2. These students were randomly divided into an experimental group and a control group.
3. The experimental group received normal school services plus special counseling services, assistance in getting placed on jobs and in remaining on jobs, and special assistance on the job from employer and school personnel.
4. The control group received normal school services.
5. School personnel have received assistance from an Advisory Committee representing labor, employers, the Chamber of Commerce, and community agencies.
6. The local office of the State Office of Employment Security has assisted with job placement.

Results as of June, 1962, indicate the following:

1. During the first year of operation the control group had a 57% greater drop-out rate than did the experimental group.
2. During the second year of operation, with some decrease in services provided for the experimental group, the control group had a 4.4% greater drop-out rate than did the experimental group.
3. Over the two year period the control group had a 17.9% greater drop-out rate than did the experimental group.
4. At the end of two years, (June, 1962) 8.6% of the experimental group had graduated from high school and 9.0% of the control group had graduated from high school.
5. At the end of two years, (June, 1962) the experimental group had 203 students still remaining in school out of a total of 429 who had been in the group. (189 had dropped out and 37 had graduated.)
6. At the end of two years, (June, 1962) the control group had 150 students still remaining in school out of a total of 385 who had been in the group. (200 had dropped out and 35 had graduated.)

In considering these results it should be noted that the control group has included a slightly larger percentage of girls than the experimental group and that girls tend to remain in school longer than boys. This would reflect even more favorably on the results of the work with the experimental group.

This study is being continued through the 1962-63 school year.

SCHOOL PROJECTS TO COMBAT DROPOUTS AND UNEMPLOYMENT

The Board of Education is generally aware of the gravity and complexity of the problems of high school dropouts and of the relationships of those problems to unemployment of youth. The extent of the problems is indicated, to some extent, in the following tables.

High School	Enrollment October, 1962	Dropouts* 9/62 - 6/63	Dropout Percentage
Beaumont	1976	191	9.6
Central	1528	285	18.6
Cleveland	2391	204	8.5
Hadley	2152	445	20.6
McKinley	1530	328	21.4
O'Fallon	2634	397	15.0
Roosevelt	2580	299	11.5
Soldan	2099	276	13.1
Southwest	2113	61	2.8
Sumner	2133	225	10.5
Vashon	981	157	16.0
	22117	2868	12.9

Dropouts by Track

IA	I	II	III	T.E.	NO TRACK	TOTAL
6	261	1603	717	159	122	2868

Dropouts by Sex

BOYS	GIRLS	TOTAL
1623	1245	2868

* These figures do not include the approximately 1000 dropouts between June and September, do include the approximately 500 suspensions made during the school year.

In attempting to deal with the widespread problems of school dropouts and the related problems of unemployment of youth, the St. Louis Public Schools are engaged in a number of projects, both as a school system and in cooperation with other agencies. A brief summary of such projects is provided herewith.

1. Summer and Fall Emergency Program: Dropouts

A program designed to reduce the approximately 1000 annual public high school dropouts between June and September has been in operation since August 12, and will continue through September. Twenty-nine counselors in the ten city high schools are working full time through August and will continue for sixty hours each after school during September, in establishing communication with potential dropouts and their parents, in an effort to get the students back to school. Some 8100 students records were initially scrutinized and 3100 were selected for intensive attention. About 1100 students, and more than 500 parents were contacted during the first week of the program, with indications that about 80% will return to school in the Fall. 80% were still in school at the end of 10 weeks. 51% of these were in academic difficulty. (i.e., each had received one or more failing grade(s) for the first ten weeks of school.

Costs of the project have been borne by the Manpower Development Training Act funds to the extent of $29,030, and by President Kennedy's emergency program to the extent of $5,000 through the U. S. Office of Education. There is no cost to the St. Louis Board of Education.

2. Extension of the Ford Foundation Program: Dropouts

In the spring of 1960 the Board of Education agreed to conduct a study in conjunction with the Ford Foundation to determine whether the provision of certain special services, particularly in counseling and in part-time employment, would significantly reduce the high school dropout rate. Accordingly, a group of potential dropouts were identified in five high schools (Central, Beaumont, Sumner, Vashon, Soldan) and divided into control and experimental groups. At the end of two school years, the control group had a 17.9% greater dropout rate than did the experimental group for whom additional services had been provided. Of the original experimental group of 409, 203 were still in school, 189 had dropped out, and 37 had graduated. Of the original control group of 385, 150 were still in school, 200 had dropped out, and 35 had graduated.

During the three years of the project to date, 712 students have been employed part-time, 114 have graduated. Work coordinators and counselors in seven high schools will continue the program through the fourth school year, which begins in September. It is expected that 316 students will be on a part-time employment program. Employment is normally secured for about 95% of the students some time during the year.

The Ford Foundation financed the program to the extent of $97,000 in the 1960-61 school year, $90,000 the following year, $60,000 in the third year, and will terminate its contributions to the program with $30,000 during the 1963-64 school year.

3. Special Tutorial Program for Suspension Cases and Discipline Problems

Because of the disruption of the high school programs caused by suspension cases, by their frequent transfer from one school to another, and by related dropout and discipline problems, the local school administration inaugurated, on Jan. 28, 1963, a program involving a Suspension Committee consisting of the high school district directors, the director of Guidance Services, and the Director of Pupil Welfare, and a special tutorial service at the O'Fallon Technical High School. Students who are suspended from a high school may not be reassigned to that school, may, with the approval of the district director, be given a second chance in another regular high school. Extremely difficult first offenders, and cases of second or third suspensions may be assigned to the Special Tutorial program. Such students may continue their high school programs by attending classes of approximately ten students scheduled from 3:30 to 6:30 p.m. at the O'Fallon Technical High Schools. Students attend two days a week, may take a maximum of two accredited academic and one shop course per semester, and thus may continue their secondary school education. Courses of study are the same as those in the regular high schools. Students are assigned homework, all written work is carefully checked, and much individual attention is given by the teachers. Successful students may apply to the Suspension Committee for reassignment to the regular high schools.

We have had 146 registrations through June, 1963, consisting of 117 boys and 29 girls. There have been 42 withdrawals, 31 boys and 11 girls. Two Track IA's, ten Track I's, 104 Track II's, and 30 Track III's have registered. Three Special counselors are assigned to aid in rehabilitation, 19 teachers conduct the classes four afternoons a week, and a book clerk and secretary assist.

The program has been gratifyingly successful to date. The high school principals and counselors have been saved time and effort and the regular classroom teachers have been relieved of the disruptions caused by these students. The tutorial students like the individual attention they get, the interest which the counselors display in their personal problems, and the opportunity to work at their own rates. The program will be continued in the 1963-64 school year and will, apparently, continue to grow. There appears to be sufficient evidence to show that many dropouts will be kept in school and enabled to graduate from high school by means of this program.

4. Special Project for Unemployed Out-of-School Youth

In cooperation with the Missouri State Employment Service, the St. Louis Public Schools are participating in a phase of the Youth Demonstration Project, which operates under the Manpower Development Training Act. This special project will involve four groups of one hundred unemployed youth, nineteen to twenty-one years of age, selected by the Employment Service. With all funds provided from the Manpower Development Training Act, the school will provide pre-vocational and remedial training, counseling, and vocational training in areas selected by the Employment Service, which will provide placement and follow-up service on the job.

The pre-vocational training, eleven weeks in duration, began on June 24, 1963, at O'Fallon Technical School, and will terminate on September 9, when the more specific 40 week vocational training will begin at O'Fallon and at Vashon, and run from 3:30 to 10 p.m. five days a week. There were 108 youths in the program, which has been taught by our teachers, and it is expected that 70 will continue with the second phase. They are paid $17 a week while participating in the program. All supplies and equipment are provided from MDTA funds. It was estimated that as of May 15, there were 8,500 unemployed youth in the City and County. Of these, some 5700 are male, and about 3800 are Negro boys. Seventy per cent of the latter group have less than a twelfth grade education, few have been employed since they left school.

5. Primary Level Guidance Project

At the beginning of the second semester of the 1962-63 school year, an experimental guidance program was begun for the pupils in the primary levels of the Emerson and Simmons Schools. A guidance counselor and a school social worker are assigned to work with the teachers, children, and parents. The objective of the program is to identify as soon as possible those pupils who show symptoms of behavior patterns which make for later school problems, and to provide remedial help. Some 98 pupils were referred to the workers for attention. Satisfactory adjustment has been made for 69 of these cases as a result of their efforts. Principals and faculties support the program strongly, and it will be continued at both schools during the 1963-64 school year.

6. Middle School Guidance Program.

In September, 1961, two full-time guidance counselors were assigned to the seventh and eighth grade Turner Branch Middle School.* Individual and group conferences have been continually held with pupils, teachers, and parents throughout the past two years. The adjustment problems of pupils to the school situation have been materially affected as indicated by the improved academic records of the school and by the fact that suspensions at the school have been practically eliminated. Noteworthy also has been the superior transition of these pupils to the departmentalized secondary school program.

* Elementary schools have never had specialized counseling personnel assigned in St. Louis.

This program will be continued at the Turner and a similar project will be inaugurated at the new Enright Middle School, to which three full-time counselors have been assigned for the 1963-64 school year.

7. Combat Teams to Reduce High School Absence and Tardiness

At the beginning of the second semester of the 1962-63 school year, two "combat teams" were assigned to the Soldan and Hadley in an effort to reduce absence and tardiness. Each team consisted of an administrative assistant, a guidance counselor, and a social worker. The team at one school reportedly reduced the incidence of tardiness from about 400 to fewer than 30 per day, and both schools improved their attendance records some 3%. The program will be continued in the 1963-64 school year.

8. Cooperative Program with the Employment Security Service

This program is designed to secure employment for non-college bound students at five of the city high schools. Youth counselors are assigned by the Service for individual and group work with students selected at the schools for attention. Individual interests and abilities are analyzed and efforts are made to assure employment by the time the students graduate.

SAN FRANCISCO UNIFIED SCHOOL DISTRICT
THE LOCAL PROGRAM OF COMPENSATORY EDUCATION

In our educational endeavors we have progressed to the place that we now compensate as well as equalize.

In respect to international comparisons, America has rightfully prided herself on the equality of educational opportunity that has been the guiding principle of public education. Recently we have realized that this concept in its strict interpretation, is not enough. It must be broadened to serve our true intentions in the education of all children of all the people. Consequently, in San Francisco, we have added the principle of compensatory education, and in turn the programs to realize its values.

In a city such as San Francisco, to equalize class size, teacher competence, buildings, supplies, equipment, and extra services throughout all the schools, as has been done in the past, is not enough. The predominance of culturally handicapped children in some neighborhoods, in contrast to others, places upon the administration and the Board of Education, the responsibility of compensating by means of extra services and programs for these cultural shortages evidenced in groups of children.

Compensatory education programs, so called, are an accepted feature of the budget of the San Francisco Unified School District, and so established by administrative recommendation and Board of Education action. At the present time five related compensatory programs are in operation in the San Francisco Unified School District. Two have been in operation for a year or more; three were inaugurated September, 1963. The report that follows represents a mere summary of this extensive effort in our schools.

I. School-Community Improvement Program

Since February, 1961, a three and one-half year grant from the Ford Foundation for the Advancement of Education has enabled the School District to provide personnel, material, and equipment to carry on a special pilot project in the Western Addition, a culturally deprived area. The grant from the Ford Foundation was for $310,000 and this amount has been supplemented by the School District. This project, known as SCIP (School-Community Improvement Program), has as its major emphasis strengthening of reading and language skills, as well as attention to closer relations with neighborhood and parents, and help in getting jobs and college placement for youth.

The program is centered in the Western Addition, a neighborhood that is predominantly Negro. Redevelopment is underway, and the new property is expected to bring a greater number of white residents.

Although much attention has been directed toward correction of the reading problems of pupils, it is recognized that the reading disability is often a symptom of other problems. Recognition of some of the major causes of difficulty led to the establishment of the following goals:

1. To improve language arts skills of pupils
2. To improve human relations in inter-personal situation for pupils, teachers, parents, and members of the community
3. To increase school participation by parents and members of the community
4. To improve teacher training to better meet the needs of culturally deprived pupils
5. To improve pupil preparation for work
6. To increase community awareness of the responsibility for employing youth

Raphael Weill and John Swett Elementary Schools feed into Benjamin Franklin Junior High School, and it in turn sends pupils to Galileo, George Washington, and Polytechnic High Schools. Twelve additional staff members have been assigned to work with the exsisting staffs. The entire teaching staff and all pupils are involved in the program at the two elementary schools (47 teachers, 1500 pupils). Approximately 150 pupils are in the project classes in the junior high school, and almost 1500 students are in classes in the program in three high schools.

Although SCIP is referred to as "A Program", its services differ for the various schools. Involvement of teachers, administrators, and community members has made it possible to develop a tailor-made program for each school.

The School-Community Improvement Program includes:

1. Special help for students with reading problems at all grade levels. This is accomplished by assigning above-formula teachers to each of the schools involved. Pupils are introduced to multiple media approaches and great emphasis is placed on oral language.

2. Developmental, skill, and critical reading classes (in addition to English) at the senior high level. Pupils receive help at their ability level. Many college bound pupils have been able to improve their reading speed and gain other necessary help while at the same time reluctant learners have been helped.

3. Reduction of class size in special instances. When pupils leave their regular classrooms for special help, it also helps to reduce the number remaining for instruction. Teachers

have indicated appreciation for the reduced class size which enables them to give more individualized instruction.

4. Assignment of additional teachers to work with children and teachers during school time. All teachers in the project serve as resource or consulting teachers. They share their experience and are available to help all teachers with problems related to reading.

5. Opportunity to witness demonstration and observation lessons. A regular schedule of visitations was initiated early in the program. Visits are still conducted on an informal basis. Teachers have been most appreciative of this opportunity to see fellow teachers working in the same or comparable schools teach demonstration lessons. The worthwhileness of this phase of the program has been evident.

6. Cultural and educational enrichment experiences. Trips to opera, symphony, ballet, a ranch, and countless other experience centers have given pupils an opportunity to move out of their encapsulated community and share something in common.

7. Operation of 25 study centers serving 1000 pupils and staffed by 250 volunteers. Pupils find physical facilities and someone who cares in each study center. Help is provided by college students who are preparing for teaching. There is evidence that pupils have improved in academic growth and attitude.

8. Home visits by teachers and counselors. Although staff has been assigned to make home visits, many of the classroom teachers now do so also.

9. In-service classes in reading and human relations during the summer as well as spring and fall terms. Special courses designed to build better understanding of minority groups and techniques for meeting their needs have been well attended. At present approximately 400 teachers and administrators are enrolled in a human relations course.

10. Use of volunteers as teacher aids and storytellers. College trained women provide additional help in the classroom. Teachers have indicated that this in effect helps cut the class size. Talents of volunteers are also capitalized on in art and music.

11. Development of informative bulletins on reading and youth employment for use throughout the system. Continuous communication is made possible by describing successful techniques, materials, and sharing of pertinent information.

12. Cooperation with other group-work agencies. Private and public agencies, churches, and social agencies have cooperated to provide programs for pupils and parents.

13. Development of job opportunities and training programs. Sensitizing members of the school and labor market has resulted in unique programs. Career days, volunteer programs, and anti-drop-out information has been a part of the effort.

14. Attention to human relations and public relations. Not only is it important to provide a program which meets the needs of the disadvantaged, it is equally important to keep the community informed. Staff members are requested to speak at PTA, civic and professional meetings almost daily.

II. Superintendent's Compensatory Program

On August 7, 1962, the San Francisco Board of Education, on the recommendation of the Superintendent, added $100,000 to the 1962-63 School Budget for what was designated as the Superintendent's Compensatory Education Program.

The principle of compensatory education was developed by the Superintendent in his earlier report to the Board, "The Proper Recognition of a Pupil's Racial Background in the San Francisco Unified School District."

On September 4, 1962, he presented to the Board of Education a plan to implement the Compensatory Program immediately by assigning 19 teachers to the project. These 19 teachers worked in 11 elementary schools, 6 junior high schools, and 2 high schools.

The funds were used exclusively for instruction. An experienced teacher in each of the schools was replaced by a new teacher, the former being shifted to a new reading and language laboratory. Pupils are drawn from their regular classes for help as needed. A typical procedure is for the teacher to serve about 10 different pupils each period of the day. The primary objective of the Superintendent's Compensatory Program was defined as the improvement of the pupil's communication skills - listening, speaking, reading, and writing. This objective still serves as the major goal.

For the 1963-64 school year, the Board of Education voluntarily doubled the original budget grant for the Superintendent's Compensatory Education Program to $230,000. With this amount, none of which is used for additional administrative or supervisory services, 38 teachers give special instruction in reading and language arts to students in 19 elementary schools, 13 junior high schools, and 6 senior high schools.

Among the students being served there is a predominance of Negro and Latin American children. The heavy immigration of Hong Kong refugees to San Francisco the past two years has led to such language laboratories in schools heavily Chinese. This program is administered by the respective Instructional Divisions, -- Elementary, Junior High, and Senior High.

III. State Compensatory Education Program

Due to the successful San Francisco experience with the Superintendent's Compensatory Program, local State Senator "J" Eugene McAteer introduced and secured the passage of a bill in the State Legislature inaugurating the idea on the State level.

San Francisco is one of the 24 California cities granted funds for experimental two-year programs under Senate Bill 115. The local program, which began in September, 1963, provides funds for approximately 1500 pupils enrolled in schools located in neighborhoods where bilingualism is prevalent and economic needs may exist. Included in the study are youth from predominantly Chinese, Negro, and Spanish-speaking backgrounds. State reimbursement is $24 per pupil with the School District contributing at least $12 per pupil. The yearly cost will be $48,600 with the State paying $32,400.

The new program is centered in the 1st and 7th grades of selected schools. A leading feature is the provision of field trips throughout the city to build experience and knowledge that can carry over into the classroom as a basis for coordinated language work. Activities are planned and guided cooperatively by the regular classroom teachers, and by 5 teachers on special assignment to guide the trips and work with the regular teachers.

Parents are included on field trips in order to keep them informed of the program, enlist their support, and encourage them to participate as a family unit as a result of their experiences.

The program provides opportunity for development of language skills, increased motivation, broadened cultural background, heightened level of aspiration, improved image of self, greater parent participation, and increased use of community resources.

First grade pupils have been taken by bus to a high vantage point in the city to observe the many neighborhoods. They have also attended a live production of Cinderella and a ballet performance of "The Sleeping Beauty." A trip to the Junior Museum has made their science more meaningful as has the trip to a dairy to see a real cow being milked.

Seventh grade pupils have visited historic landmarks such as the Presidio, Mission Dolores, Jack London's Wolf House and Old Adobe in Sonoma, as well as a tour over the three bridges surrounding the city. "How the West Was Won" afforded a new theatrical experience for most, as did the live production of "The Sleeping Beauty."

IV. Youth Opportunities Center

A San Francisco program to train youths for jobs and help find work for them is now under way in the Hunters Point-Bayview area with the opening of a Youth Opportunities Center.

The program, financed by a $650,000 Ford Foundation grant over three years and by Federal funds, is designed by the San Francisco Committee on Youth as an "All-out" drive to raise the employment potential of minority group youth. Federal funds are provided through the Office of Manpower Automation and Training and the President's Juvenile Delinquency Committee.

A major phase of the project is to induce the area's 1500 to 2000 young men and women in the 15-21 year age bracket to complete their high school education, at least, and to prepare them for jobs. Classes will be set up as needed, and some youth will be absorbed in already existing courses in either the high schools or adult schools.

This is a coordinated effort involving a number of community agencies and governmental departments. They include: California State Department of Employment, School District, Department of Public Welfare, Police Department, Hunters Point Boys Club, Housing Authority, and Youth for Service. By the end of December 1963 almost 400 teen agers were registered to begin the process of intensive interviews, vocational counseling, and learning about the special MDTA act courses, motivation services, direct job placement, and school work programs available.

Mr. Lewis G. Watts, former Executive Director of the Seattle Urgan League, has been named Director of theproject. The San Francisco Unified School District is a major participant in this project. The money allotted to the School District is $60,000 for the first year, $64,960 for the second and $48,980 for the third. Educational Director of the program is Mr. George Boisson.

V. The Drama Demonstration Project

The Drama Demonstration Project is designed to show that drama, as an integral part of school curriculum and groupwork agency programming, is an effective medium for motivating and then teaching the culturally deprived or disadvantaged child. The project seeks to demonstrate during its three-year span that the child so motivated and equipped with learning skills will significantly raise his cultural and vocational aspirations.

The project is administered by the San Francisco Unified School District in close cooperation with community agencies. The School District has designated Benjamin Franklin Junior High School as the project site with Mr. Robert Marcus, Principal, as director. The schools serves a predominantly Negro neighborhood.

The San Francisco Board of Education has allocated up to $22,500 from District funds for a three-year period and has accepted a three-year grant of $36,000 from the Rosenberg Foundation for the project. In addition, $9,300 per year has been granted by the Rosenberg Foundation to the United Community Fund for out-of-school activities related to the project.

A research design for the project is being planned under the guidance of the San Francisco Unified School District. Periodically and at the end of the three-year project it will be possible to determine to what extent this approach has changed attitudes, increased achievements, and stimulated interest in staying in school and considering vocational futures.

The in-school program provides opportunity for 112 seventh and eighth graders to focus their attention on curriculum designed to inspire greater academic achievement. Out-of-school liaison with community agencies results in assignments related to the planned production. Stage craft, costume making, puppetry and dancing, and selection and rehearsal of plays improves reading ability, vocabulary, diction, poise, and interest in school.

In conclusion, let us again review the merits of the principle of compensatory education, programs of which have just been described. It may be expressed this way:

The typical teacher takes for granted the practice of individualizing instruction. When a student needs a bit of extra help he lends a hand. However, when he is faced with a large number of culturally handicapped pupils, the situation is beyond his good intentions. Extra services as have been described here, are justified and accepted in San Francisco as a worthy budget item.

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
GREAT CITIES GRAY-AREAS PROJECT

1. The practice of assigning one language arts special teacher to work with primary children in a school serving the disadvantaged has many benefits which accrue to children, the parents, and the school staff.

In May 1961 when the Metropolitan Reading Readiness Test was administered to children in project kindergartens, the building medians in the nine schools were in the low normal category. In May 1963, the building medians in six of the nine schools had been raised to average.

Most importantly, we find children in primary grades communicating better, using more standard English, and speaking out with greater spontaneity.

2. We have always conducted remedial reading summer school centers for children with I.Q's 85 and above in grades 3 - 6. The project has operated centers for children who are now registrants directly to grade one, weak kindergarteners, and weak first graders. In some schools children registered for kindergarten in September have been enrolled in language arts summer centers.

Following a highly organized and structured curriculum developed with good teacher judgment and discretion, the following has been noted:

Improvement noted in conceptual knowledge based on two informal tests administered at the beginning and end of the program, reported in percent for each of the 14 schools, from high to low -

97.0%
84.8%
84.2%
83.6%
65.4%
63.7%
57.3%
54.6%
41.9%
41.0%
29.9%
29.6%
11.3%
0.0%

One-half of the schools made better than 50% improvement.

36.3% of these primary children requiring parent or sibling supervision to and from school had perfect attendance. 35.6% were absent for one or two of the 30 days. Over 80% of the children were never tardy according to teacher's reports. 407 of the original 435 were still in attendance on the last day of the school.

A follow-up study of the children enrolled in the summer school program in June 1962 indicates the following placement of those children still in project schools as of September 1963 - 57.7% of the 110 children have been assigned to an average or top first grade; 88.2% of a group of 34 children have been assigned to an average or top second grade; 72.0% of a group of 50 moved to an average or top third grade.

Enrollment in the 1963 program was limited to the children described above. The 1962 summer program enrolled weak second graders in addition to those described above.

It has been noted that the number of children referred for placement in the junior primary program (the level between kindergarten and first grade), has been somewhat reduced as a result of the summer program.

Finally, the special teachers are gradually crystallizing their thinking on a curriculum innovation which began during the fall of 1962 concerned with teaching standard English to project children as if it were a second language. It is described as a program in structured language and hopefully holds out much promise in the general improvement of communication skills. The American Language Institute of Georgetown University and several staff members in the Center for Applied Linguistics believe much can be accomplished through this approach.